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ABSTRACT

This manual identifies and discusses persons, organizations, or materials that may be of assistance to people involved in making changes in schools. The first part of the report begins with an overview of the issues and current concerns in schools, and it explores some short and long term strategies for system change. A discussion follows of how to use resources to enhance a school change program, inclusive of how to determine what kinds of resources would be most useful, where to locate them, and how to integrate them into a program. The balance of the presentation is given over to a listing of agencies or consultant firms, particularly those that have not received broad publicity, that offer a variety of resource assistance to groups working for change in their schools. Related documents are EA 004 668 and EA 004 669. (Author/JF)

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RESOURCES FOR SCHOOL CHANGE: III.

A Manual on Issues and Strategies in Resource Utilization

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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Resources for School Change I: A Manual of Issues and Programs in Training Educational Change-Agents

Resources for School Change II: A Guide to School Administrators

While national attention is focused on the multitude of crises and dilemmas confronting our public educational system, many small and locally oriented groups of students, community members, teachers, administrators and others are working to create more viable and valuable learning environments in their own schools. Many of these educationally far-sighted persons are seeking to eliminate patterns of institutional racism and youth oppression, the seeds of much of the unrest in our educational institutions. This manual is written for them.

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PART I

GUIDELINES FOR THE USE OF RESOURCES

Chapter I

Why a Manual on Resources?

This book is directed to people involved in making changes in schools. It is about RESOURCES: persons, organizations, or things which can be of assistance to you in your own school change efforts. This first part of the manual begins with an overview of the issues and concerns in schools today and some short- and long-term strategies for system change. Following that is a discussion of how you can use resources to enhance a school change program, including how to determine what kinds of resources would be most useful, locating them, and integrating them into your own program. That section may be used as an aid in planning and designing change strategies as well as a guide to the roles resource persons will play in them.

The second part consists of a listing of agencies or consultant firms which offer various resource assistance to groups working for change in their schools. In selecting these agencies, particular emphasis was given to some which have not received broad publicity--in some cases because their programs are focused in one or more local areas, in other cases because they have failed to gain national attention. We hope that our presentation of these agencies will be helpful to you in several ways:

1. that it will direct you to resources which can be of immediate service because they are applicable to the needs of your local situation;

2. that you will become aware of the kinds of resource agencies or consultant firms available so you may be able to find a local agency with similar services;

3. that by seeing several examples of the kinds of resources available in some areas, you may get some ideas about resources and services you would like to develop for your own community or school.

This RESOURCE MANUAL is a companion volume to two TRAINING MANUALS--one addressed to school administrators and teachers and the other addressed to consultants and non-

professional change agents in the school and community (students and parents). Both of the training manuals focus on developing skills to bring about school change that will alter traditional norms of personal and institutional racism and youth oppression.

This manual will focus primarily on the use of resources which are available only outside of your local system: EXTERNAL RESOURCES. Of course, it may well be that an external resource provides the stimulus, training, etc. which will help you develop your own internal resources. Therefore, you will also find that this manual contains much that is relevant to your work with internal as well as external resources: many of the issues in the relationship between client (e.g., you) and resources are similar for both of these types. For example, for each type there are advantages and disadvantages which are based solely on the initial "inside-ness" or "outside-ness" of the resource. In dealing with external resources, this volume attempts to serve the following functions:

1. To provide a resource guide for those interested in programs which attempt to bring about school changes through the use of new techniques as the advocacy of the needs of oppressed interest groups and the constructive utilization of conflict;

2. To introduce the emerging understandings of school problems and new strategies for change, as well as resources, to aid others in becoming involved in change programs;

3. To stimulate thought on, and development of, local resources to fit the needs of specific local situations;

4. To underscore the importance of evaluating resources in terms of their appropriateness for serving local goals and change programs.

Chapter II

The School Scene: A Perspective

By way of introduction to the issues in resource utilization, let us explore several concepts which are central to understanding the current educational scene and any attempts to work for change within it. Few would deny that the questions and challenges being raised in public schools today have created an agonizing ordeal for all those concerned... obviously, everyone of us. At the same time, few can agree on answers and responses to the dilemmas at hand, and it is that disagreement (conflict) which frequently leads to confrontations (crises). Let's start with these:

CONFLICT AND CRISIS

Scenes of confrontation have become the standard diet of news from beleaguered school systems across the country... between administration and faculty; student and teacher; parent and educator; one community sector and another; citizen and government; black, white and brown. We see these groups confronting each other in disagreement over community control, the processes of desegregation and integration, racism and race relations, student rights, teacher contracts, and the relevance and quality of instruction. These confrontations are usually labelled "crises" at the point when they force the shut-down of a school or when they interrupt the school's normal operating functions: whatever the issues in conflict, when the established decision-making mechanism becomes so threatened that it cannot function (or it feels that it cannot function), it defines the situation as a crisis.

Moreover, it is through such "crises" that conflict is most visible and most easily transmitted on videotape and wire services. It is not surprising, then, that these "administrative crises" absorb much of the public's attention and concern. Nevertheless, these are only some of the more conspicuous manifestations of conflict and crises in our schools. The more pervasive underlying conditions which are the sources of daily pressures within the system and between the system and the community rarely catch

such attention. Issues in working conditions of style and competence of teachers; the lack of school structures responsive to creative teaching and learning; inimical and debasing relations between white and non-white or young and old... these are complicated and slippery issues. They are not easily encapsulated in a 50 word--or 15 second--presentation. They don't have simple solutions. By focusing solely on confrontations and their negative consequences one ignores the legitimacy of conflicting views on these tough and persistant problems. Such conflict is natural in an organization or system whose membership includes a heterogeneous mix of roles, interests, goals, life-styles, loyalties, motivations... races, generations, sexes--for example, a school. Conflict arises as these different groups claim their fair share of rewards (prestige, status and power); when they compete for priority consideration of their goals and objectives; when they disagree about beliefs and customs; and when they fail to understand others--prejudice, miscommunication and the like. Recognition and appreciation of differences and the conflicts that normally ensue are necessary if pluralism is to prevail in an organization: by dealing openly with differences minority interests can be recognized and individual freedom protected.

To deny the existence of conflict is to deny the very nature of differences in pluralistic organizations; similarly, to "suppress" conflict.... Clearly, it is in the political interest of some parts of the membership to do exactly that: casting conflict in a negative light is an effective strategy for maintaining power and control. If the public can be convinced that conflict is "bad" for schools--divisive, selfish, dangerous to students' physical welfare, counter-productive to learning, etc.--it follows that they can also be led to believe that the status quo is "good" and should not be challenged.

We have all heard the admonition, "Let's keep politics out of the schools" (...as if we had up to this point). This is no more than a tactic for de-legitimizing political priorities other than those currently in effect, and the conflict attendant upon those old and new priorities. In fact,

THE SCHOOL HAS ALWAYS BEEN A POLITICAL INSTITUTION

As the mechanism for passing society's accumulated wisdom, norms and values on to new generations, the school has served important political functions in maintaining societal traditions and stability. Perpetuating the present social structure necessitates maintaining existing centers of power and control. It also requires the differential socialization of new generations into various roles in the economy and social life. These political needs support racist and oppressive practices in the face of much opposition and increasing pain to all parties in school conflict.

INSTITUTIONAL RACISM

Merely by continuing "business as usual," i.e., traditional routines and practices, an institution serves to perpetuate the conditions of majorities and minorities. Most American institutions, including schools, are dominated and controlled by whites and white middle-class values and norms. As an agent of socialization and social control, the school is in a position to be particularly influential in maintaining these standards and practices. Racist biases are clearly visible in school financing patterns, testing and grading procedures, curriculum and tracking systems, staffing patterns and in the racial profile of the entire achievement structure.

YOUTH OPPRESSION

Institutional racism is not the only manifestation of efforts to maintain social stability--the status quo. School norms and roles also perpetuate adults, as a class of persons, in positions of unchallenged dominance over students, as another class, regardless of individual merit, style, talent or need. These norms, for lack of palatable justification, embrace distance, authority, corporal punishment, strict rule enforcement and other forms of control as legitimate means of retaining the power of the dominant group.

Both racism and the oppression of youth are responsible for daily crises in the lives of unknown members of students who "fail" in school, who are brutalized and

battered by the school's execution of its responsibilities in perpetuating the "American way of life." As one might expect, these massive individual crises are not counted among the costs of operating our schools. Of course, these crises frequently lead to an interruption in the organizational routine and a point blank confrontation with the decision makers. Then we do begin to hear cries of "Crisis in our schools!," for at that point the current centers of power are threatened. Unfortunately, it is rarely revealed that such situations are a result of the consistant denial of basic conflict in the system and failure to redress these individual crises.

CONFLICT UTILIZATION

Conflict utilization requires the creation of organizational structures supportive of surfacing conflict in order to deal with it in meaningful ways before it escalates into crisis. This necessitates a perspective in which conflict is seen as a normal part of the organizational fiber and in which norms exist for contending groups to view problems with more clarity through group discussion and imaginative thinking, thus providing both the impetus and direction for change. Moreover, it is necessary to have structures which permit groups to contend with one another legitimately, and to be mutually responsible for outcomes. At times it is necessary to encourage or clarify the conflict among contending groups--in a sense, to escalate it--in order to enhance opportunities for dealing creatively with it. The processes of escalation and utilization can only be performed in a context of clear goals and their advocacy.

ADVOCACY

Advocacy involves the total commitment of a leader, resource person or group in utilizing conflict or whatever activities or conditions are in their constituency's best interest. As an acknowledged style of change agentry, its "value-centricity" contrasts sharply from the value neutrality espoused and claimed by most professional roles: the advocate's purpose is to enhance the status, rewards, prestige, and power of his clients or constituents. The unconscious advocacy of the interests of established

centers of societal power and control which appears in most supposedly neutral research, training and mediation is rarely exposed. Conscious advocacy probably leads to greater clarity about unmet needs and unsurfaced conflicts, permitting utilization and integration of conflicts at higher organizational levels. Advocacy undertaken for someone else or ambiguous advocacy, as in the case of an adult pressing the rights and partisan interests of juveniles, is somewhat risky, involving potential legal prosecution as well as conflicts with professional norms and ethics.

POWER

Power is in a sense a master variable. Through it one can, or groups can, achieve control of their ends and of the distribution of rewards among many contending advocates. In schools, power is largely in the hands of adult whites; it is formally located in the administrative offices, informally servant to the established economic and political interests of our society. Not much influence is wielded by the clients of the educational process--the student and his parents; actually, very little is even available to faculty members. Unfortunately, some of the most devastating effects of this situation result from very subtle and, therefore, not easily identified techniques of power and control. For example, being in a position to define what does and does not constitute a "crisis" (administrative shut-down of the schools is, brutalization of students is not!)... and other rules of the game (students are failing school instead of schools are failing students) is a great advantage. The scene is set by definitions, and everyone must adapt to or work to overturn that definition in order to make changes.

Redistributing the power in schools through joint decision-making among contending groups might provide structural opportunities for conflicts to be surfaced and dealt with creatively before they escalate into organizational crises. For this to happen, intensive training programs for students, teachers and administrators are clearly needed. All involved would have to learn new skills and, more importantly, new roles

and ways of relating to one another. For example, current norms about teacher-student interaction that reveal an oppressor-oppressed relationship would change if students had real decision-making power in the schools, i.e., if students constituted a political force that teachers would need to negotiate with, be accountable to, etc.

PROFESSIONAL ACCOUNTABILITY

In other words by changing the locus of power over the professional role, one can influence the allegiances of the professional himself. Professional accountability is the contractual allegiance of a person possessing certain kinds of skills or expertise to an individual, group or organization which is utilizing his professional services. In the current situation educators most often owe their allegiances to fellow professionals (perhaps a union), school administrators, and boards of education; these groups control entrance, continuance, and advancement in the teaching role. The common misconception that educators are committed unequivocally to providing high quality services to students or the community ignores this situation of contractual allegiance to other groups. By reorganizing the educational structure and redistributing this power, one could obtain a system wherein teachers could be held accountable to students, to parents, to community, or to some combination of these client groups.

Based on this understanding of the dynamics in the current school scene and possible directions for change, we now turn to the change strategies themselves. The remaining chapters focus on guidelines for using resources to help bring about structural changes in our educational system.

Chapter III

Gaining Access to Resources

Bringing about change in schools has always been unquestionably an arduous and awesome task. Outside resources may provide the extra help necessary for the success of your change efforts. However, even as you approach outside resources, you will be in a better position to get their help on your terms--for your change goals--if you are able to produce data supporting your definition of the "problem" in your school. Information gathered through diagnostic research gives a legitimate scientific base to advocacy for school change. Therefore, as a first step in the change process, we advocate that you do your own diagnostic research of the situation.

1. The Politics of Diagnosis

Research data can be a formidable source of power for those who control it. In the past, training in the research skills needed for diagnosing your school's problems has been carried on largely in institutions of higher learning. Consistent with academic and professional values, research findings are supposed to be "objective" and "neutral." Yet more often than not research is unconsciously biased in favor of the partisan interest of those in power. This bias shows up when data is used to interpret organizational problems as minor, or as less important than system maintenance; or to provide the administration with the rhetoric that enables them to cool out protestors and help individuals "accommodate" to the institution; and/or to help those who read it stay one jump ahead of everyone else.

For those who do not have the power to contract for a diagnosis or the skills to do it themselves, the products of such research should be highly suspect. By developing research skills--either for the purpose of undertaking on your own a diagnosis of your school's problems or to participate in diagnostic activities

initiated with another group--you will be developing your own sources of information and analytic capabilities, and you will be decreasing your dependence on other vested interests for information and interpretations.

Traditionally, distressed and alienated students have been the least powerful group in schools; they have been least able to advance their unique interests and preferences. Before students can effectively utilize this manual, they must be alienated and committed enough to do some organizing to change school conditions. Diagnosis is not hard to do; questions are not difficult to design, ask of people and interpret. Every day thousands read and listen to reports of statistics, many of which are reported in averages and percentages. Before approaching outside consultants, activists and concerned students can gather information on students' feelings (e.g., about racism and oppression) through a "questionnaire survey." Below is a sample of some questions that may be used.*

INSTRUCTIONS:

There are usually five boxes for each question. Please check the box that represents your feelings and thoughts.

EXAMPLE	Not at all				Very much
Teachers and students get along together	[ ]	[ ]	[ ]	[ ]	[ ]

If your answer is teachers and students get along "very" much check like this:

[ ] [ ] [ ] [ ] [✓]

If your answer is teachers and students get along "maybe a little" check like this:

[ ] [✓] [ ] [ ] [ ]

*Taken from the questionnaire developed by the staff of the High School Research Project, a sub unit of the Educational Change Team, sponsored by a grant from the National Institute of Mental Health (No. 1 R01 MH18014-01).

What grade in school are you?*

__9th (freshman)
__10th (sophomore)
__11th (junior)
__12th (senior)

What program are you enrolled in?*

__ Academic or college prep
__ Commercial or business
__ Vocational technical or agricultural
__ General
__ Other

How old are you?*

__ 13
__ 14
__ 15
__ 16
__ 17
__ 18
__ 19
__ 20

Your sex

__ Male
__ Female

Racial or ethnic origin

__ Black (Negro, Afro-American)
__ White (Caucasian)
__ Spanish surname (Chicano; Mexican-American; Puerto Rican)
__ Oriental
__ Native American (Indian)
__ Other (please describe) _____

How often would you say there is tensions between or among the following groups?

	Never				Almost always
Students of different races	[ ]	[ ]	[ ]	[ ]	[ ]
Students of different economic groups (poor, middle, rich)	[ ]	[ ]	[ ]	[ ]	[ ]
Students and teachers	[ ]	[ ]	[ ]	[ ]	[ ]
Students and the principal	[ ]	[ ]	[ ]	[ ]	[ ]

*This will have to be changed if used with teachers and administrators.

How often do you think the following happen in your school?

	Never				Almost always
Students get into fights with each other	[ ]	[ ]	[ ]	[ ]	[ ]
Students and teachers get into arguments with each other	[ ]	[ ]	[ ]	[ ]	[ ]
You hear about a teacher hitting a student (corporal punishment)	[ ]	[ ]	[ ]	[ ]	[ ]

For you, how true are the statements about what happens at your school?

	Not true at all				Very true
During non-class hours (free period, study hall, lunch) I can do what I want, where I want.	[ ]	[ ]	[ ]	[ ]	[ ]
Students are punished without knowing the reason for it	[ ]	[ ]	[ ]	[ ]	[ ]
I feel free to give constructive criticism to teachers here	[ ]	[ ]	[ ]	[ ]	[ ]
Things seem out of control at our school	[ ]	[ ]	[ ]	[ ]	[ ]

How much say or influence do each of the following people have?

	No influence				A great deal of influence
You, yourself	[ ]	[ ]	[ ]	[ ]	[ ]
The school board	[ ]	[ ]	[ ]	[ ]	[ ]
The principal and assistants	[ ]	[ ]	[ ]	[ ]	[ ]
The teachers	[ ]	[ ]	[ ]	[ ]	[ ]
The parents	[ ]	[ ]	[ ]	[ ]	[ ]
The students	[ ]	[ ]	[ ]	[ ]	[ ]

How much say or influence do you want for each type of person?

	No influence				A great deal of influence
You, yourself	[ ]	[ ]	[ ]	[ ]	[ ]
The school board	[ ]	[ ]	[ ]	[ ]	[ ]
The principal and assistants	[ ]	[ ]	[ ]	[ ]	[ ]
The teachers	[ ]	[ ]	[ ]	[ ]	[ ]
The parents	[ ]	[ ]	[ ]	[ ]	[ ]
The students	[ ]	[ ]	[ ]	[ ]	[ ]

Have you personally known any persons to be punished unjustly? What were the circumstances around the incident? Who was involved? When?

Do you know of any teacher or administrator that has treated minority students unfairly? If so, what were the circumstances? Who was involved? When?

We are attempting to bring in outside consultants to ... (specify purpose). Would you be in favor of asking the administration to bring in such help?

[ ] Yes [ ] No

The questions above are only a sample of questions that can be used to gather information. These could be augmented or changed in any way to fit your situation and needs.

If you decide to use these or an expanded series of questions in a "questionnaire survey" you must plan and be prepared to spend the time and money necessary for "coding the data" (i.e., preparing the information for analysis) and analyzing the results (i.e., adding up all the responses for each question and figuring the average response, and doing this for different sections of your sample--group responses by sex, age, race, grade, or curriculum and see if any differences show up), and also, writing up this large quantity of information so others can understand it. Keep in mind your purpose in gathering this information: to help you obtain the outside help you desire and need. Don't get involved in (or get talked into) more diagnostic research than is necessary for your purposes; work overload is a well-known stalling strategy.

It should not be too difficult to find people to assist with this diagnostic research. Interested students can take responsibility for different steps in the diagnostic process: designing the questionnaire (wording of the questions is a particularly sensitive task); selecting a representative "sample" of students to receive questionnaires (see Appendix A); administering the questionnaire or keeping track of questionnaires that have been filled out and turned in; coding the questionnaire data; designing and conducting open-ended interviews with some students (usually a smaller sample than would be receiving the questionnaire); producing materials (questionnaires, reports, etc.); and presenting the findings. You may be able to get some technical assistance from concerned teachers or local college students who have had some experience in doing this kind of research--or these people may be able to put you in touch with a sympathetic college faculty member who would be willing to lend his skills and talents to your effort.

Even during diagnosis, the process of change will have begun: as other students become involved in and aware of the research that you are doing, a political support base is being built for the proposals resulting from that research. In getting technical assistance from adults in order to do the diagnostic research, both of you will be learning to work together in new ways, with youth setting the goals and adults helping to work for them.

2. Strategies for Getting Resource Help

Armed with clear data you can prepare a description of your situation to go with proposed goals and objectives for change. Your findings and proposals can be circulated to the resources you contact for help and to groups within your school and community as you continue to seek support for your change.

Such reports should go to the student council (if you have one... and if you have one that works) for discussion, to faculty members and counselors, and then to the principal, parents and, perhaps, board members. At each point you may gain support from new sources, and, with some luck, financial commitment to your proposals. Failure to obtain just consideration from the principal indicates the need to organize support in the community (parents, PTA and other organizations). Care in the selection of community targets is important, for in some communities parents and community organizations are not supportive and responsive to student issues and concerns. Try and reach those who can provide support at the school board: such support will be highly critical later. In presenting your "case" before the school board, be clear about how the diagnosis was conducted--facts and examples--and the recommendations you are making for board help. Try not to be arrogant or demanding; try to win over, not alienate, potential allies on the board.

Failure to obtain consideration from the board warrants escalated demonstrative action. All demonstrations should be carefully planned. Participants should be thoroughly informed before hand of the problems and risks involved in a demonstration

and what such risks are expected to accomplish. Again, utilize the school magazine, bulletin boards, flyers and leaflets, posters, banners, slogans and "rapping" to other students during recess and between classes: their support and cooperation is crucial. Students involved in such demonstrations should recognize the dangers--the threat of punishment, newspapers' distortion of the facts, friends giving in to parental pressures, and threats by the teachers and administration. They should also keep in mind that the more students who demonstrate their legitimate concern, the less the punishment and the greater the possibility of success.

The demonstration itself doesn't have to be a walk out. Staying in school yet boycotting a class or certain classes during certain parts of the day can be effective too. In most states it is not against the law to stay in school yet boycott classes, while it is against the law not to be in school. During the boycott students can hold their own classes, informing students of the current state of affairs, "rapping" on racism and oppression in the school and formalizing strategies for increased pressures on the administration and school board.

If you do decide to go outside the school, have a written statement for the local newspaper and TV stations to keep facts about your situation from being distorted. Do not let the media "stage" activities for you and carefully control who talks to them. Also, your demonstration must be well organized; there must be a commitment on the part of all students involved to behave according to pre-established rules and regulations (e.g., no violence, trashing or provoking of police).

If you are already involved in a protest movement and cannot wait to diagnose the situation as extensively as outlined above, then one of the student demands should be that students serve on a committee to bring in outside researchers. This is important because of the partisan nature of research: consultants who will support students' partisan interests should be chosen.

It is quite likely that you will have to take major responsiblity in locating the money needed to finance such outside help and/or your change program. Financial resources are always difficult to obtain, although there are hundreds of foundations and governmental agencies that are in the business of funding. More often than not the bureaucratic "clog" frustrates and deters those seeking financial support. Appendix 3 of this resource manual lists a few national organizations and federal government offices that provide special "brokering" services in locating funds for programs sponsored by minorities and students. MOST, HOWEVER, DO NOT HAVE FUNDS THEMSELVES.

Before contacting outside funding resources, it might be more appropriate to exhaust local resources. For instance:

(1) The use of your own questionnaire survey data, as described above, may result in an allocation of money by your board of education.

(2) If the school system claims it does not have the necessary funds to respond to your request for outside help, get them to agree in principle to your proposals, then take your data to some community group or organization (such as Model Cities, OEO, or community mental health centers) and present your case. Solicit funds from them directly or get their help in submitting a proposal to another funding agency.

(3) Find interested teachers who are willing to support a student request that the school board allocate money to be shared, for example, among teachers, students, and some community group (e.g., PTO). Possession of their own--although small--budget increases the power of these groups by enabling them to contract directly with outside consultants and other resources. It also stimulates the formation of teacher-student-parent coalitions to work for improved quality education.

3. What Adults Can Do To Help

Parents have more power than students but often less than those who run and are involved in the school. Nevertheless, there are a number of ways you can be helpful in reaching new resources for school change. Parents may try and teach students how to do diagnoses, as outlined above. You may also follow up on rumors of students' being treated unfairly or inappropriately. Parents can formulate questions to ask students who have experienced unfairness and get them to describe what happened, including times, dates, places and the specific outcomes. It is important to be specific and to document a series of incidents. Take your findings to the principal--often a parent's inquiry will receive more rapid attention than that of a student. A group of parents may want to submit a statement suggesting that the school contact an outside consultant in order to make a more thorough diagnosis of problems.

When racial and/or intergenerational strife erupts in school, parents can organize and demand to be involved in the decision to bring in outside consultants. You may also act independently and hire a consultant directly. The basic question for parents is whether or not you will organize to support students' grievances and concerns. All too often adults--even well intentioned adults--"take over" a student movement.

Teachers and administrators also can utilize some of the above strategies in working with students. Educators have access to their professional associations for various kinds of support and help. Administrators, who are usually more powerful, have more resources at their disposal, yet administrators often find it difficult to act upon students' demands or even their own values because of countervailing pressures from the community and their peers. Often in the face of crises, most of you (and other adults, of course) attempt to de-escalate that condition through repression or co-optation of dissenters. Too often you as administrators agree to token solutions without addressing yourselves to the underlying problems that brought on the crisis situation. When you might wisely opt to think through the opportunities

for quality educational changes that are possible under such conditions, you frequently find yourself overwhelmed by the pressures from community forces, fears of losing esteem and/or his position, and hampered by lack of immediate knowledge of specific strategies and alternatives. Thus, we also often find that schools are re-opened in a matter of hours or days, with the real causes of the crisis still intact and ripe for building toward an even greater disruption. In large urban areas such schools are often kept open with the presence of monitoring devices (security police, television spy cameras, locked and sometimes chained doors) and the threat of legal and physical punishment to those who "step out of line" (detention rooms, suspensions and expulsions, corporal punishment), all of which result in spiraling educational costs to taxpayers.

More meaningful and creative administrative training programs help free-up the administrator from his traditional role and provide him with new skills so that he may bring broadly agreed upon values into congruence with his own behavior as he relates to students and other groups in the school and community. Such training programs encompass political strategies of leadership for change; e.g., understanding the partisan nature of research and being willing to use it as such can enhance a wise administrator's political advantage in school change; also, being aware of those critical periods during times of high tension when the board of education is most open to administration proposals for basic school change. Both teachers and administrators can learn to utilize conflict to develop support for long-term system change activities.

Chapter IV

The Many Faces of a Resource

As you would tailor a change program to fit the specific needs of your situation, so should you choose a resource capable of serving the specific needs of your change program. In this section we begin to define some general categories of resources, emphasizing those distinguishing characteristics which you can use to determine whether or not you will need that kind of resource. Different kinds of resources serve different purposes; you may seek out a resource to get: (1) information, (2) help in doing a diagnosis; (3) help in planning or implementing your change program, (4) training in new skills, (5) the political impact of a prestigious "outsider," (6) someone to commiserate with, or (7) all of the above! Because all of these--and more--kinds of resources are available, you will want to define as clearly as possible your particular resource needs.

What follows is a descriptive list of resource-types. In compiling it we have borrowed heavily from the work of many educational, social, and political theorists who have given a great deal of thought to classifying "resources" in terms of the roles and strategies used by each. A lengthy and abstract analysis of each kind of resource is not our purpose in this manual. The list does attempt to provide useable information about types of resources, including (a) a general name for the resource-type, (b) a very brief statement about the typical role or strategy utilized by such a resource, and (c) some ideas about what to expect from or beware of in your relationship with that particular kind of resource. This list is intended as a guide to help you to define your resource needs and to recognize and evaluate the services offered by any specific resource.

1. the ADVOCATE

a) may use various techniques in fulfilling his open commitment to the promotion of the interests (status, rewards, prestige, power...) of a specified group.

b) an acknowledged "value centric"--as opposed to a "value neutral"--stance; i.e., he has clear values of his own which he will announce and work for.

c) okay if on your side; groups with competing/conflicting values or interests will not appreciate this role on behalf of their competition.

d) "establishment advocates," particularly, may be cloaked in using any of the other names listed below; i.e., the cloak is not necessarily visible or deliberate; frequently even the resources themselves confuse their promotion of system maintaining programs with "value neutrality."

2. the CHANGE TEAM

a) group effort whose strategy usually consists of a mix of human relations, advocacy, negotiation and organizational change and development techniques to bring about short- and long-term school change.

b) team composition may reflect a demographic mix (by age, race, sex) similar to that of the client system, and, through its various members, works directly with the several contending groups in a system, often spending time initially in developing needed skills within the separate groups (e.g., multiple styles and strategies that students can use in advocating their partisan interests).

c) relationships among team members themselves are susceptible to the same conflicts which exist among the contending groups they represent or serve.

d) when a local "change team" is developed, the interface of the team with the rest of the system--the interaction of individual team members with their respective constituencies--is a key factor in the team's continuing usefulness. Frequent sources of difficulty occur in the interfacing, especially in trust, communication, transfer of skills and value and goal differences.

3. the CURRICULUM DEVELOPER

a) develops material for use by non-experts

b) materials are, at least to some extent, pre-packaged

4. the HUMAN RELATIONS TRAINER

a) focuses on roles, phases of development and interpersonal interaction within groups through intentionally unstructured development process.

b) because understanding is derived from examining common experiences and the behavior of participants as it unfolds in the situation, the lesson is an unusually personal and vivid one.

c) general goals include developing a climate of openness and inquiry that frees the individual to think about his behavior, to expand his awareness of human interaction, to change his behavior through expanded self-discovery, and to make clearer choices about the action he takes.

d) emphasis on interpersonal interaction may lead to inadequate consideration of equally real political constraints in the life situation outside the group; i.e., success in changing individuals' attitudes or skills does not guarantee the ability to behave differently nor subsequent structural change in on-going organizations of which those individuals are members.

5. the MEDIA (literature, films, recordings, newspapers, etc.)

a) when used to bring outside information to those involved in the change programs are extremely useful as supplemental resources (e.g., to stimulate, to emphasize, to provide broader perspective, to link to the outside, etc.)

b) when used to publicize your program to the broader community the media are frequently less than helpful; e.g., selected or distorted coverage in newspapers, T.V. and radio. To minimize this, have carefully prepared written news releases available for reporters.

c) for whichever purpose media are used, remember: variety is the spice of media utilization, and overuse leads to saturation.

6. the MANAGEMENT TRAINER

a) focuses on administrative processes and roles in an attempt to improve the communication and influence skills of leaders.

b) assumes that because managers occupy key power positions, their growth and change can alter dramatically the entire organization.

c) focus assumes the basic soundness of the institutional structure in which the managerial process and roles exist.

d) highly dependent on the motivation and commitment of those being trained.

7. the MEDIATOR

a) attempts to act as a neutral "third party" in trying to bring about acceptable compromises between competing interest groups.

b) particularly when formal negotiations are involved, an impartial result will be more likely if each interest group possesses relatively equal power (skills, flexibility and freedom) in the bargaining scene.

8. MONEY

a) may be hard to come by.

b) usually available if you look hard, in the right places (see pages 16-18 and Appendix B), and draw up a budget carefully.

c) some funding sources cater to specific interest/role groups.

d) control of the budget for a change program is usually synonymous with controlling the goals of the change program.

e) not as important as it sounds: a lot can be done with a little (experience shows the reverse also to be true!); stressing the importance of money may provide a cop-out... "We hardly have enough money to keep the schools open. We can't be spending what precious little we have on change programs. Therefore we can't change!"

f) money may co-opt... you may end up trying to design fundable changes instead of trying to fund important changes.

9. the ORGANIZATIONAL DEVELOPER

a) takes both a planned and long term perspective toward organizational change and generally focuses on organizational members rather than organizational structures, technology, or its relationship to the larger social environment outside the organization.

b) generally takes as his client the total organization and is directly responsible to the formally legitimized authorities of the organization. In this capacity usually accepts the organizational goals of these authorities as given.

c) focuses on all aspects of the human organization (e.g., formal and informal communication and influence; satisfaction and effectiveness; and conflict).

10. the OUTSIDE AGITATOR

a) more often apparent than real; the label "outside agitator" often is used by those possessing power as a diversionary tactic (to distract attention from issues) and/or to de-legitimize the advocate of a low power group.

b) a special type of advocacy, often used effectively to build group consciousness and cohesiveness within oppressed groups and to link to external groups having similar issues.

c) a conflict escalating strategy.

11. the PROBLEM SOLVER

a) a systematic process designed to find solutions for problems facing an individual, group or organization.

b) useful only in the context of certain prescribed rules and regulations, the first being that all parties must be able to reach agreement regarding what the "problem" is!

c) attempts to instill skills so internal people can do it themselves.

12. the RESEARCHER/DIAGNOSTICIAN

a) skills can be particularly useful in diagnosing the problem/needs of the situation in a school or system, in training local people to conduct the diagnosis themselves, or in providing expert information on diagnostic research of comparable situations.

b) needed for evaluation of the effectiveness of any change strategies implemented.

c) is a political tool; the process of research is neither "value neutral" (e.g., issues chosen, questionnaire designs and sample selections bias findings) nor without an impact of its own (e.g., absorbing time, money, and attention which might be spent on other phases of the change effort).

13. the SPEAKER

a) prestige source of information; on the basis of specialization or breadth in training and/or experience, or credentials.

b) can be used for cooling out or stirring up the local scene.

c) relationship with client system is usually limited to a "one-shot" appearance; in fact, frequently unavailable for a long term relationship.

14. the TEACHER TRAINER

a) focuses on teacher role in learning process, but may emphasize attitudes, skills and/or peer processes of teacher and students.

b) highly dependent on motivation and commitment of those being trained.

c) lack of structural support in the system for such training programs or for the newly (re-) trained teacher is a frequent source of failure in the long term.

15. the TRAINER OF CHANGE AGENTS

a) works with selected individuals committed to bringing about change in the system with the goal of transferring self-renewal capacity to the system through the development of local talent.

b) commonly uses aspects of several of the styles listed above.

Chapter V

Developing a Working Relationship With Outside Resources

Resources do not necessarily come pre-packaged into "pure" types as suggested in the preceeding list. In fact, they are more likely to possess a mix of perspectives, styles, techniques, strategies--and impact! As you communicate with prospective resources, compare the above descriptions with what the resources are saying about themselves, their perspectives, and their work. Be especially sure to find out...

Is the resource's focus consistent with the goals of your change program?

Is the resource's style compatible with your own?

Is the resource's strategy appropriate for the political situation in your system?

The relationship between external resources and local personnel can become problematic at any number of points during their work together, particularly when there is a lack of understanding and clarity at the outset of what each can expect of the other. As a rule of thumb, it is a good idea to have a contractual agreement on paper describing any of the resource's services which are to be provided and any remuneration which is to be given in the future. For the protection of both the resource and yourself, this document should be very clear on points such as the following:

What group or groups would the resource be working for? Accountable to? What group or groups would the resource be working with? Have access to? Will the resource be identified with one group to the detriment of an ability to do needed work with other groups? For example, since loyalty to the administration may inhibit an effective consultancy, it may be necessary to arrange for the resource to serve as the agent of a different, multiple, or "no special" interest group. [A word of caution: the last usually ends up being the one paying the bill!]

How much time will the resource be devoting to working with your program? How frequently and over what period of time? At what point in the change program does the work of the resource begin?

Whose agenda is going to get worked in the resource-client relationship? Will the resource unequivocally serve the goals you've established for your program? Do your needs fit into some of the general goals of the resource? If your goals differ, can some compromise be reached in the working relationship?

How will over-dependency on the resource be avoided? Withdrawal traumas (problems in maintaining the continuity of the program as the relationship with the external resource is being terminated) minimized? What new roles and skills will you have acquired to enable you to carry on the program?

How, when and for what reasons can this contract be re-negotiated, and performance of both parties be checked?

Probably the most important purpose that such a contract will serve is that of forcing you and the resources to do some detailed planning. It will stress clarity of your mutual interpretation of the problem diagnosis and your commitment to and expectations for the change program. Be tough with yourself and the resource you would work with by demanding specificity in goals, strategies for reaching those goals, and commitment to the program. You will have no trouble finding barriers to your change efforts without adding the problems caused by lack of clarity or agreement on basic problem definitions, goals and directions. This may require that you and the resource confront one another around differences and do some hard negotiating to resolve these--excellent practice for the work ahead!

A very important issue in the relationship of the outside resource to groups in the local system is the integration of "external" and "internal" resources used in the change effort. Good coordination between these types of resources can be a major source of strength in a change program. Poor coordination--as when external and internal resources duplicate each other's services or contribute disparate and conflicting "help"--is equally disastrous. Internal resources alone often are not technically capable of filling all the needs of your change program. You may wisely determine to seek outside resources to serve some of your change goals. Nevertheless, be cautious: internal resources frequently tend to be under-valued and under-utilized. Experience shows that when we turn too quickly to outside expertise before first exploring those resources already existing in the system, the change program can lose money, lose time in orienting the resource to the unfamiliar program (and vice versa), and most importantly, lose the support and cooperation of internal resources which could have (or think they could have) served just as well.

Throughout this manual we have stressed caution in seeking out and selecting resource assistance, and we have catalogued numerous potential pitfalls and difficulties in working with resources. As this manual itself is one example of an outside resource you might use, the advice given applies to it, too! Proceed with caution... but by all means, proceed!

PART II

ILLUSTRATIVE RESOURCES

REGARDING THE FOLLOWING LIST OF ORGANIZATIONS

This section consists of a list of agencies or consultant firms which offer various resource assistance to groups working for change in their schools. In compiling this manual, letters and questionnaires were sent to over 500 organizations whose work we knew personally--albeit in many cases only casually--or who were recommended by other organizations we had contacted. In the effort to locate resources which might be of service to local groups working to change their schools we did not limit the search to "educational" organizations. A copy of our letter and questionnaire are included in Appendix C so that you may see what information was requested of the organizations listed in this manual. These documents are also made available as samples for your use as you gather information on other resources.

Some of the resources noted in this manual can serve as training agents to local groups who may wish to plan and implement their own change efforts once the appropriate skills are acquired. Others may be used in more long-range, or on-going ways, in which there is close contact between the local group and outside consultant for the duration of a change effort. Still others can be viewed as supplemental to efforts already underway.

For those agencies who returned the questionnaire we are able to provide detailed information, based on their responses and the additional material that many of them sent to us describing their goals and purpose, program and fees. The questionnaire responses provided information on (1) the kinds of RESOURCES available (literature, films, speakers); (2) what--if any--limitations there were on the GROUPS to whom these resources would be available (students, community members, teachers, etc.); (3) whether or not a FEE would be charged for any of the resources or to any of the groups; (4) any GEOGRAPHICAL LIMITS on the availability of their resources; and (5) their specific ability to provide FINANCIAL SUPPORT for local programs initiated by any group.

The format we have chosen for presenting the organizational information covers all of this information to the extent that it was provided by the organization. By filling in the adjacent circle, we have indicated which of a standard list of RESOURCES the agency provides, which of a standard list of CLIENT GROUPS might utilize their resources, and whether a FEE would be charged for or to any of these. For example;

Resources Available:		
	● Literature	● $Short-term consulting/training
	0 Bibliographies	0 Long-term consulting/training
	0 Films	0
	0 Recordings	0
	● $Speakers	0

According to this sample, the agency can provide literature, speakers, and short-term consultants or trainers. The literature is free, but there would be a charge for the other two services, possibly travel expenses and an honorarium. If the agency sent us any more specific information about their fees, this would be included later.

Resources Available to:		
	● $School Administrators	0 City Officials
0 Students	● $Other Prof'l School Staff (e.g., counselors)	0
● Community members		0
● $Teachers	0 Non-prof'l School Staff	0
	● Boards of Education	0

This second agency's resources are available to community members, teachers, school administrators, other professional school staff and boards of education. Fees would apply only to certain of these groups: teachers, school administrators and other professional school staff. In fact, many of the actual agencies do indicate that their fees are flexible, and depend upon a group's ability to pay. In such cases, this also would be indicated in an "Additional Information" section.

Thus, in the following hypothetical example:

School Change, Inc.
1234 Main Street
Typiville, USA 00000
Attn: I.M. Johnson, Sr.

000/000-0000

Geographic Areas Served: Nation

Resources Available:

●	$Literature	0	Short-term consultant/training
0	Bibliographies	0	Long-term consultant/training
●	$Films	0	
●	$Records	0	
●	$Speakers	0	

Resources Available to:

●	$Students	●	$School administrations	●	$City Officials
●	$Community members	●	$Other professional school staff (e.g., counselors)	0	
●	$Teachers			0	
		●	$Non-professional staff	0	
		●	$Boards of Education	0	

Additional information:

Free price list available on request.

School Change has literature, films, records and speakers which are available to all groups listed, all on a nation-wide basis, and all for a price. You would need to get in touch with their man, I.M. Johnson, for that free price list. Either write him at the School Change address or phone, area code; 000, and the number 000-0000.

Following the annotated list of resources is another list: the addresses of many organizations from which we had no further information at the time of publication. You may want to contact some of these yourself and learn about their services as you explore potential resources for your change program. In doing so, refer to the text of this manual (especially Chapters III and IV) and the questionnaire in Appendix C as guides in planning the information you will want to get from each resource.

* * * * *

We wish to stress that the inclusion of an agency in either of these lists is not an endorsement; it has been printed strictly for your convenience. Likewise, the exclusion of an agency does not necessarily imply our disapproval of its work. In-depth evaluation of each resource has not been possible in the design of this manual. We encourage the use of the evaluation guidelines provided in the preceeding section when considering work with these or any other external resources.

II. ANNOTATED LISTING OF ORGANIZATIONS

ADRIONDACK MOUNTAIN HUMANISTIC EDUCATION CENTER
Springfield Road
Upper Jay, New York 12987

518/946-2206

Geographic Area Served: Northern New York State

Resources Available:	● $Literature	0 Short-term Consulting/Training
	0 Bibliographies	0 Long-term Consulting/Training
	0 Films	● $Resource Center
	0 Recordings	● $Community of Education
	0 Speakers	● $Workshop Center
Resources Available to:	● $School Administrators	● $City Officials
	● $Other Prof'l School Staff	0
●$ Students	(e.g., counselors)	0
●$ Community Members	● $Non-prof'l School Staff	0
●$ Teachers	● $Boards of Education	0

Additional Information:
An educational retreat and conference center, AMHEC's living-learning community is based on the hypothesis that with an environment rich in educational resources and with a warm, accepting, encouraging atmosphere, people tend to thrive and grow, change and pursue self-actualizing learning goals. The community is composed primarily of educators and members of other helping professions, and their families. Primary client groups in the past have been teachers, school administrators, religious educators, parents, members of other helping professions, While all workshops are conducted at the Center, participants from out-of-state are welcome. Scholarships are available.

AFRAM ASSOCIATES, INC.
68-72 East 131st Street
Harlem, New York 10037

212/690-7010

Geographic Area Served: Nation

Resources Available:	●$ Literature	●$ Short-term Consulting/Training
	●$ Bibliographies	●$ Long-term Consulting/Training
	●$ Films	0
	●$ Recordings	0
	●$ Speakers	0
Resources Available to:	●$ School Administrators	●$ City Officials
	●$ Other Prof'l School Staff	0
●$ Students	(e.g., counselors)	0
●$ Community Members	●$ Non-prof'l School Staff	0
●$ Teachers	●$ Boards of Education	0

Additional Information:
Subscriptions to AAI's Action Library are available to institutions for $50/year (includes reproduction rights) and to individuals for $25/year (no reproduction rights). Their series of "Thought, Action and Feeling Stimulators, Humanizers and Sense of Humorizers" is available for $5/year. Send self-addressed stamped envelope for details and publications list.

ASPIRA OF NEW YORK
296 Fifth Avenue
New York, New York 10001

212/244-1110

Geographic Area Served:	NYC(other branches: Chicago, Philly, Newark, San Juan)			
Resources Available:	●	Literature	0	Short-term Consulting/Training
	●	Bibliographies	0	Long-term Consulting/Training
	0	Films	0	
	0	Recordings	0	
	0	Speakers	0	
Resources Available to:	0	School Administrators	0	City Officials
	0	Other Prof'l School Staff	0	
● Students		(e.g., counselors)	0	
0 Community Members	0	Non-prof'l School Staff	0	
0 Teachers	0	Boards of Education	0	

Additional Information:
ASPIRA's primary objective is to develop leadership potential among Puerto Rican youth, by orienting youth toward educational opportunities. Although there is a fee for some of their literature ($.75-$1.50), one complimentary copy of some titles is available on request (Many of these describe ASPIRA's programs.). Write for publications list.

ATM SYSTEMS, INC.
Suite #321, Dupont Circle Building
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036
Attn: Mr. Domingo or Nick Reyes, President

202/833-2666

Geographic Area Served:	Nation			
Resources Available:	●	Literature	●	Short-term Consulting/Training
	●	Bibliographies	●	Long-term Consulting/Training
	●	Films	●	Videotapes
	●	Recordings	0	
	●	Speakers	0	
Resources Available to:	0	School Administrators	0	City Officials
	0	Other Prof'l School Staff	●	Chicano, Puerto Rican and other
0 Students		(e.g., counselors)	0	Spanich speaking people
0 Community Members	0	Non-prof'l School Staff	0	
0 Teachers	0	Boards of Education	0	

Additional Information:

Major areas of expertise include bilingual education, economic development, training and technical assistance, special studies in community and public-police relations. The firm also does evaluation in a broad range of fields including education and career development. Senior partners are communication and public relations specialists, lawyers, management specialists, economists, and housing and manpower consultants.

BEHAVIORDELIA, INC.
P. O. Box 1044
Kalamazoo, Michigan 49005

Geographic Area Served: Nation

Resources Available:	●$ Literature	●$ Short-term Consulting/Training
	0 Bibliographies	0 Long-term Consulting/Training
	●$ Films	0
	●$ Recordings	0
	●$ Speakers	0
Resources Available to:	●$ School Administrators	0 City Officials
	●$ Other Prof'l School Staff	0
●$ Students	(e.g., counselors)	0
●$ Community Members	●$ Non-prof'l School Staff	0
●$ Teachers	●$ Boards of Education	0

Additional Information:

BLUE HILLS CIVIC ASSOCIATION
191 North Canaan Street
Hartford, Connecticut 06112

203/242-4559

Geographic Area Served: Hartford

Resources Available:	0 Literature	0 Short-term Consulting/Training
	0 Bibliographies	0 Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	● Speakers	0
Resources Available to:	● School Administrators	● City Officials
	● Other Prof'l School Staff	0
● Students	(e.g., counselors)	0
● Community Members	● Non-prof'l School Staff	0
● Teachers	● Boards of Education	0

Additional Information:
This is a pressure group whose goal is to ensure that the quality of education is maintained and improved throughout their local system.

BUREAU OF APPLIED SOCIAL RESEARCH
605 West 115th Street
New York, New York 10025

212/280-4034

Geographic Area Served: Nation

Resources Available:	● Literature	●$ Short-term Consulting/Training
	O Bibliographies	O Long-term Consulting/Training
	O Films	●$ Evaluation
	O Recordings	O
	O Speakers	O
Resources Available to:	●$ School Administrators	●$ City Officials
	O Other Prof'l School Staff	O
O Students	(e.g., counselors)	O
●$ Community Members	O Non-prof'l School Staff	O
O Teachers	●$ Boards of Education	O

Additional Information:
Their past work has been primarily with city officials. The honorarium for short-term consulting/training is $100/day, the honorarium for evaluation varies.

BUREAU OF CHICANO AFFAIRS
P. O. Box 19375
Sacramento, California 95819

916/482-1596

Geographic Area Served: Nation

Resources Available:	● Literature	●$ Short-term Consulting/Training
	● Bibliographies	●$ Long-term Consulting/Training
	O Films	O
	O Recordings	O
	●$ Speakers	O
Resources Available to:	●$ School Administrators	●$ City Officials
	●$ Other Prof'l School Staff	●$ Other, on request
●$ Students	(e.g., counselors)	O
●$ Community Members	●$ Non-prof'l School Staff	O
●$ Teachers	●$ Boards of Education	O

Additional Information:
The bureau charges an honorarium and expenses on a contract basis: $200/day + travel + $30/diem. Will provide financial support to student and community groups for local programs when funds are available in their Reserve Fund (fed by the above-mentioned honoraria!).

BUREAU OF EDUCATIONAL FIELD SERVICES & URBAN AFFAIRS
McGuffey Hall
Miami University
Oxford, Ohio 45056
Attn: Dr. Eldon Wiley, Director

513/529-4427

Geographic Area Served: Ohio

Resources Available:	●	Literature	●$ Short-term Consulting/Training
	0	Bibliographies	●$ Long-term Consulting/Training
	0	Films	●$ Writing federal programs
	0	Recordings	0
	●$	Speakers	0
Resources Available to:	●$	School Administrators	●$ City Officials
	●$	Other Prof'l School Staff (e.g., counselors)	●$ Universities
0 Students			0
●$ Community Members	●$	Non-prof'l School Staff	0
●$ Teachers	●$	Boards of Education	0

Additional Information:
Among the Bureau's objectives are to: aid in mobilizing and coordinating Miami University resources for solving educational problems in Ohio; assist school people and educational agencies in obtaining Miami University assistance; help develop conferences, workshops and consultant services; help identify problems in need of research and encourage research relevant to major education problems; seek external funding resources to be applied to knowledge extension and application of that knowledge in the field; maintain a balance between the service functions to Ohio schools and the R and D functions of the academic community.

BUREAU OF EQUAL EDUCATION
United States Office of Education, Region VI
1114 Commerce Street
Dallas, Texas 75202

214/749-1981

Geographic Area Served: Texas, New Mexico, Oklahoma, Arkansas, Louisiana

Resources Available:	0	Literature	● Short-term Consulting/Training
	0	Bibliographies	0 Long-term Consulting/Training
	0	Films	0
	0	Recordings	0
	0	Speakers	0
Resources Available to:	●	School Administrators	● City Officials
	●	Other Prof'l School Staff (e.g., counselors)	0
● Students			0
● Community Members	●	Non-prof'l School Staff	0
● Teachers	●	Boards of Education	0

Additional Information:
This office, as authorized under Title IV of the 1964 Civil Rights Act, provides short-term programs for special training designed to improve the ability of school personnel to deal effectively with desegregation problems. Programs include assisting local districts in: identifying and analyzing facts relevant to implementing desegregation; development of in-service training programs; development of information and materials; development of community support; and administrative and instructional reorganization to cope with desegregation. The Office can provide financial support to all client groups listed above, with the exception of city officials. ESAP funds are also available.

CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION
University of Oregon
1472 Kincaid
Eugene, Oregon 97401

Geographic Area Served:	Nation		
Resources Available:	●$ Literature	●	Short-term Consulting/Training
	●$ Bibliographies	0	Long-term Consulting/Training
	0 Films	0	
	0 Recordings	0	
	0 Speakers	0	
Resources Available to:	● School Administrators	0	City Officials
	● Other Prof'l School Staff	0	
● Students	(e.g., counselors)	0	
● Community Members	0 Non-prof'l School Staff	0	
● Teachers	● Boards of Education	0	

Additional Information:
A research and development center belonging to a national network of 10 centers and 11 regional laboratories, CASEA is developing new organizational arrangements and improved administrative and managerial practices to provide schools with the capabilities to accommodate the rapid changes occurring in education. Its ultimate goal is the creation of a managerial technology for instructional change. Literature includes: reports of Center-sponsored research and development projects; technical reports and occasional papers -- bibliographies and presentations by staff on subjects relevant to educational administrators; reprints of journal articles; information materials. Consultation is done primarily in conjunction with the Center's own research and development projects. For general information on the centers and laboratories, write: Center for Educational Development and Research, Information Office, 775 Lincoln Tower, 1860 Lincoln St., Denver, Colo. 80203.

CENTER FOR HUMANISTIC EDUCATION
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

413/545-0248

Geographic Area Served:	Nation		
Resources Available:	● $Literature	● $	Short-term Consulting/Training
	● $Bibliographies	● $	Long-term Consulting/Training
	0 Films	● $	Workshops
	0 Recordings	0	
	● $Speakers	0	
Resources Available to:	● School Administrators	0	City Officials
	● Other Prof'l School Staff	0	
● Students	(e.g., counselors)	0	
● Community Members	● Non-prof'l School Staff	0	
● Teachers	● Boards of Education	0	

Additional Information:
The program of the Center combines service to schools and individuals, graduate study, and research in the attempt to create educational environments that are more responsive to the psychological dimensions of youth--in contrast to the traditional emphasis on cognitive learning, often at the expense of affective development. Client groups may be charged for the Center's resources. Curricula on "Self" and "Racism Elimination and Racial Awareness for Whites" are currently being developed.

CENTER FOR HUMANISTIC EDUCATION
State University of New York at Albany
Retreat House Road
Glenmont, New York 12077

518/472-8680

Geographic Area Served: Nation

Resources Available:	● Literature	●$ Short-term Consulting/Training
	● Bibliographies	●$ Long-term Consulting/Training
	● Films	0
	0 Recordings	0
	●$ Speakers	0
Resources Available to:	●$ School Administrators	●$ City Officials
	●$ Other Prof'l School Staff (e.g., counselors)	0
●$ Students		0
●$ Community Members	●$ Non-prof'l School Staff	0
●$ Teachers	●$ Boards of Education	0

Additional Information:
This is a non-profit organization with an interdisciplinary staff whose work includes consultation with educational institutions and curriculum development. The Center's focus is on planned change and processes for organizational self-renewal and human wholeness and fulfillment. They are involved in the whole range of research, development, and training.

CENTER FOR THE STUDY OF STUDENT CITIZENSHIP RIGHTS AND RESPONSIBILITIES
1145 Germantown Street
Dayton, Ohio 45408

513/223-8228

Geographic Area Served: Nation

Resources Available:	● Literature	● $Short-term Consulting/Training
	● Bibliographies	0 Long-term Consulting/Training
	0 Films	● $Videotapes
	0 Recordings	0
	●$ Speakers	0
Resources Available to:	● School Administrators	● City Officials
	● Other Prof'l School Staff (e.g., counselors)	● Church groups
● Students		● Community groups
● Community Members	● Non-prof'l School Staff	0
● Teachers	● Boards of Education	0

Additional Information:

Literature available from the Student Rights Center includes, Student Rights Handbook, Juvenile Rights Handbook, and information on Center operations. Two sets of videotapes on Student Boards of Inquiry also are available; cost for these is not yet determined. For consulting and speakers' services, a small honorarium would be charged, depending on time and place.

CENTRAL NEW YORK SCHOOL STUDY COUNCIL
218 Slocum Hall
Syracuse University
Syracuse, New York 13210
Attn: Director of Field Services

315/476-5541 ext. 2885/3505

Geographic Area Served: Central New York State

Resources Available:	● $Literature	● $ Short-term Consulting/Training
	0 Bibliographies	● $ Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	● $ Speakers	0
Resources Available to:	● $ School Administrators	● $ City Officials
	● $ Other Prof'l School Staff	0
● $ Students	(e.g., counselors)	0
● $ Community Members	● $ Non-prof'l School Staff	0
● $ Teachers	● $ Boards of Education	0

Additional Information:

The Council conducts special in-service projects for teachers, students and school administrators. Time required for these projects is flexible and can be tailored to fit participants needs. The Study Council also offers consultant services to school districts seeking assistance in developing their own in-service training programs. Areas covered in training programs include communications, negotiations, instructional materials preparation, simulations, group processes, and the Center's Planning Program Budgeting System. Field services are available to both members and non-member schools.

CENTRO CULTURAL
325 South Pecos Street
San Antonio, Texas

attn: Ruben Salazar

512/434-3320
512/223-9602

Geographic Area Served: National-Latin America

Resources Available:	● Literature	● $ Short-term Consulting/Training
	0 Bibliographies	0 Long-term Consulting/Training
	● $ Films	0
	0 Recordings	0
	● $ Speakers	0
Resources Available to:	● $ School Administrators	● $ City Officials
	● $ Other Prof'l School Staff	0
● Students	(e.g., counselors)	0
● Community Members	0 Non-prof'l School Staff	0
●$ Teachers	0 Boards of Education	0

Additional Information:

CHICANO TASK FORCE ON SOCIAL WORK EDUCATION
P.O. Box 336
Tempe, Arizona 85281
Attn: Ms. Julie Ruiz

602/945-5756

Geographic Area Served: Nation

Resources Available:	● $ Literature	● $ Short-term Consulting/Training	
	0 Bibliographies	● $ Long-term Consulting/Training	
	0 Films	0	
	0 Recordings	0	
	● $ Speakers	0	
Resources Available to:	● $ School Administrators	0 City Officials	
	0 Other Prof'l School Staff	0	
● $ Students	(e.g., counselors)	0	
● $ Community Members	0 Non-prof'l School Staff	0	
● $ Teachers	0 Boards of Education	0	

Additional Information:
Available literature includes minutes of staff meetings, identifying issues concerning Chicanos and social work training, and reports on the same subject in the areas of student and faculty recruitment and curriculum change issues. The group's primary work in the past has been with schools of social work, government funding agencies and planning organizations. A list of speakers/consultants is available on request.

CHICANO YOUTH COUNCIL
3520 Montrose, Suite 204
Houston, Texas 77006

attn: Raymond L. Valdez

713/523-2519

Geographic Area Served: Houston

Resources Available:	0 Literature	● $ Short-term Consulting/Training	
	0 Bibliographies	0 Long-term Consulting/Training	
	0 Films	0	
	0 Recordings	0	
	● $ Speakers	0	
Resources Available to:	0 School Administrators	0 City Officials	
	0 Other Prof'l School Staff	0	
● Students	(e.g., counselors)	0	
● Community Members	0 Non-prof'l School Staff	0	
0 Teachers	0 Boards of Education	0	

Additional Information:
Fees are for travel expenditures. The Council hopes in the future to be able to provide funding for local programs.

CHRISTIAN COMMUNITY ACTION
168 Davenport Avenue
New Haven, Connecticut 06519

(203) 777-7848

Geographic Area Served: New England area, primarily South Central Conn.

Resources Available:			
	0 Literature		●$ Short-term Consulting/Training
	●$ Bibliographies		●$ Long-term Consulting/Training
	●$ Films		●$ Issue-Oriented Workshops
	0 Recordings		0
	●$ Speakers		0
Resources Available to:	●$ School Administrators		●$ City Officials
	● Other Prof'l School Staff (e.g., counselors)		0
● Students			0
● Community Members	● Non-prof'l School Staff		0
● Teachers	●$ Boards of Education		0

Additional Information:
CCA is an ecumenical association of Roman Catholic and Protestant Clergy and Laity seeking ways to link the suburbs and central city in programs of education and social action. Among its programs are workshops and encounter sessions on urban problems and white racism. Currently, fees for all groups other than school administrators, boards of education and city officials depend on the circumstances of those seeking resources; generally, however, a token payment is required. In addition, CCA publishes a newsletter. The organization's major experience is with community groups.

COLEGIO JACINTO TREVINO-CENTRO EDUCATIVO CHICANO
Post Office Box 865
Mercedes, Texas 78570
Attn: Vicente N. Carranza, Bibliotecaico y Pasquiza

512/556-2491

Geographic Area Served: Nation - all Chicanos

Resources Available:			
	0 Literature		● $ Short-term Consulting/Training
	●$ Bibliographies		0 Long-term Consulting/Training
	0 Films		0
	0 Recordings		0
	●$ Speakers		0
Resources Available to:	● School Administrators		0 City Officials
	0 Other Prof'l School Staff (e.g., counselors)		0
● Students			0
● Community Members	0 Non-prof'l School Staff		0
● Teachers	0 Boards of Education		0

Additional Information:
Born of a desperate need for educational opportunity among Chicanos in the Southwest, the Colegio is an independent learning center responsive to a wide variety of community needs, experimenting with new approaches to education for Chicanos. Of major concern is economic development in the Rio Grande Valley. The bilingual bicultural curriculum offers degree programs in the Antioch Graduate School of Education, Master of Arts in Teaching degree and the Master of Education degree. Consultant/trainers deal with education, and organization and control of any Board of Directors where Chicanos are members.

COMMUNITY CHANGE, INC.
Box 146
Reading, Massachusetts 01867

617/944-7139

Geographic Area Served: Nation, though most work done in Massachusetts

Resources Available:	● $ Literature	● $ Short-term Consulting/Training
	● Bibliographies	● $ Long-term Consulting/Training
	0 Films	● $ Simulation Game
	0 Recordings	● $ Slide-Tape Show
	0 Speakers	0
Resources Available to:	● $ School Administrators	● $ City Officials
	● $ Other Prof'l School Staff (e.g., counselors)	0
● $ Students		0
● $ Community Members	● $ Non-prof'l School Staff	0
● $ Teachers	● $ Boards of Education	0

Additional Information:
This is an action-training and consultant corporation dealing with the racial crisis as a white problem. Past work has been primarily with students and community groups, though other of the role groups listed have been represented in these. Simulation game, "A Game People Play:" 1 1/2 day exercise for 15+ people RE: effects of suburban development on city (forms of institutional racism involved). Slide-tape show is on racism, the American Left, and Black Panthers

COMMUNITY CRISIS INTERVENTION PROJECT
Social Science Institute
Box 1202
Washington University
St. Louis, Missouri 63130

Geographic Area Served: Trainers/Consultants in Boston & St. Louis; other resources nation.

Resources Available:	● Literature	● Short-term Consulting/Training
	● $ Bibliographies	0 Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	0 Speakers	0
Resources Available to:	● School Administrators	0 City Officials
	0 Other Prof'l School Staff (e.g., counselors)	0
● Students		0
● Community Members	● Non-prof'l School Staff	0
● Teachers	0 Boards of Education	0

Additional Information:
Emphasis is on service to students and community members; have in the past also served inter-agency task forces. Project materials include: bi-monthly newsletter on crisis theory, social change strategies, information on new national developments on conflict resolution and grassroots activities; papers on research in community crisis intervention; outline on criteria for effective community control; role-playing exercise aimed at training in strategies and intervention roles; series of pamphlets on training techniques and materials, designed primarily for a community audience but may be useful to profile designing training programs. Bibliography, "Crisis, Change, Power and Intervention" is $1.00.

COMMUNITY INSIGHTS
129 East Fulton
Grand Rapids, Michigan 49502
Attn: Ms. Bobbie Rosencrans, Co-ordinator

616/456-1401

Geographic Area Served:

Resources Available:	0 Literature	●$ Short-term Consulting/Training
	●$ Bibliographies	●$ Long-term Consulting/Training
	●$ Films	●$ Simulation games
	0 Recordings	0
	●$ Speakers	0
Resources Available to:	● School Administrators	● City Officials
	● Other Prof'l School Staff	● Social agencies
● Students	(e.g., counselors)	● Church Groups
● Community Members	● Non-prof'l School Staff	0
● Teachers	● Boards of Education	0

Additional Information:
Fee for administering simulation games is $25, plus mileage. All other fees are negotiable. Primary work on the past has been with students, community members, church groups, community agencies and YWCA's.

CONFEDERATION OF CHICANO DOCTORAL STUDENTS
2532 Towner Boulevard
Ann Arbor, Michigan 48104
Attn: Mr. Fred Gutierrez

313/971-8086

Geographic Area Served: Nation

Resources Available:	●$ Literature	●$ Short-term Consulting/Training
	●$ Bibliographies	●$ Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	●$ Speakers	0
Resources Available to:	●$ School Administrators	●$ City Officials
	●$ Other Prof'l School Staff	0
● Students	(e.g., counselors)	0
●$ Community Members	●$ Non-prof'l School Staff	0
●$ Teachers	●$ Boards of Education	0

Additional Information:

REGION V CONSORTIUM OF UNIVERSITY-BASED DESEGREGATION INSTITUTES:

Department of Educational Administration
Illinois State University
Normal, Illinois 61761

attn: Sam Woodard
309/438-2589

Kent State University
Kent, Ohio -4242

attn: Edward Braxton & Curtis Ramsey
216/672-2292

School of Education
University of Michigan
Ann Arbor, Michigan 48104

attn: Charles D. Moody, Sr.
313/764-1171

214 Social Science Building
University of Minnesota
Minneapolis, Minnesota 55455

attn: George King
612/673-0143

2840 Sheridan Road
National College of Education
Evanston, Illinois 60201

attn: Ben Williams
312/256-5150

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236 Ramsayer Hall
Ohio State University
Columbus, Ohio 43210

attn: Charles A. Glatt
614/422-0816

Geographic Area Served: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

Resources Available:
- 0 Literature
- 0 Bibliographies
- 0 Films
- 0 Recordings
- 0 Speakers
- ● Short-term Consulting/Training
- ● Long-term Consulting/Training
- 0
- 0
- 0

Resources Available to:
- ● Students
- 0 Community Members
- ● Teachers
- ● School Administrators
- ● Other Prof'l School Staff (e.g., counselors)
- 0 Non-prof'l School Staff
- ● Boards of Education
- 0 City Officials
- 0
- 0
- 0

Additional Information:
All services and resources of these Institutes are available without charge to any school district within the region (Contact the Institute nearest you.) -- are available on request from the district and for as long as needed. Can offer assistance in: demographic analysis; educational psychology and evaluation; community-school relations; in-service education; human relations for students, staff, and administrators; curriculum design; counseling minority children; legal research; communications; strategies of pupil confrontation; pre-planning or implementation of your desegregation plan.

COOPERATIVE LEARNING PROGRAM
San Jose City College
2100 Moorpark Avenue
San Jose, California
Attn: Armando M. Moreno, Director

408/298-2181 ext. 317 or 328

Geographic Area Served: Nation

Resources Available:	● Literature	● Short-term Consulting/Training
	0 Bibliographies	0 Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	● Speakers	0
Resources Available to:	● School Administrators	● City Officials
	● Other Prof'l School Staff (e.g., counselors)	0
● Students		0
● Community Members	● Non-prof'l School Staff	0
● Teachers	● Boards of Education	0

Additional Information:
Designed primarily for minority students, CLP has developed into a service organization for the college, community and program students. It is a cooperative effort of the students, teachers, administrators, community and the trustees. Services offered to students include tutoring, counseling, financial aid and vocational training. Members are working toward total involvement of the community in education. A fee is charged only for large quantitities of literature.

CURBER ASSOCIATES, INC.
1025 Connecticut Avenue, N.W.
Washington, D.C. 20036

202/659-2824

Geographic Area Served: National-International

Resources Available:	●$ Literature	●$ Short-term Consulting/Training
	●$ Bibliographies	●$ Long-term Consulting/Training
	0 Films	●$ Vocational Counseling
	0 Recordings	●$ Seminars, Workshops, Conferences
	●$ Speakers	0
Resources Available to:	●$ School Administrators	●$ City Officials
	●$ Other Prof'l School Staff (e.g., counselors)	●$ Any education-related Group or Staff
●$ Students		0
●$ Community Members	●$ Non-prof'l School Staff	0
●$ Teachers	●$ Boards of Education	0

Additional Information:
This is a black-owned and managed consulting firm with an interracial staff, specializing in human relations consulting and program planning, social and educational research, and catalytic economic development. Thunderstik Educational Products is one division. Curber's primary emphasis is the creation of a successful strategy to enhance and accelerate urban and rural development of minority group communities in America. In addition to fulltime staff, it has on-call a resource group of over 200 Associates. Detailed information, including staff and consultant list, is available on request.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Room 269, College of Education
Wayne State University
Detroit, Michigan 48202
Attn: Dr. Larry W. Hillman, Chairman

313/577-1750

Geographic Area Served: Nation

Resources Available:		
	● $ Literature	● $ Short-term Consulting/Training
	● $ Bibliographies	● $ Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	● $ Speakers	0
Resources Available to:	● $ School Administrators	● $ City Officials
	● $ Other Prof'l School Staff	● $ Community action groups
● $ Students	(e.g., counselors)	0
● $ Community Members	● $ Non-prof'l School Staff	0
● $ Teachers	● $ Boards of Education	0

Additional Information:

Fees for all available resources are negotiable.

DEPARTMENT OF PUERTO RICAN STUDIES
Goethals 201
140th Street and Amsterdam Avenue
The City College
New York, New York 10031
Attn: Professor F. Aquino-Bermudez, Chairman 212/621-2563 or 621-2564

Geographic Area Served: Nation

Resources Available:		
	0 Literature	● $ Short-term Consulting/Training
	● Bibliographies	0 Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	● $ Speakers	0
Resources Available to:	● $ School Administrators	0 City Officials
	0 Other Prof'l School Staff	0
0 Students	(e.g., counselors)	0
0 Community Members	0 Non-prof'l School Staff	0
● $ Teachers	0 Boards of Education	0

Additional Information:

Fees are based on honoraria, where these are available, plus traveling expenses.

DEVELOPING NEW PERSPECTIVES ON RACE
10600 Puritan
Detroit, Michigan 48328

Geographic Area Served: Nation

Resources Available:	●	$Literature	●	$Short-term Consulting/Training
	O	Bibliographies	●	$Long-term Consulting/Training
	●	$Films	O	
	●	$Recordings	O	
	O	Speakers	O	
Resources Available to:	●	School Administrators	●	City Officials
	●	Other Prof'l School Staff	O	
● Students		(e.g., counselors)	O	
● Community Members	●	Non-prof'l School Staff	O	
● Teachers	●	Boards of Education	O	

Additional Information:

Resources are provided free of charge to Detroit schools; fees for other groups depend on location and type of organization. A curriculum, "Developing New Perspectives on Race," is available for $3.00.

DIVISION OF EQUAL EDUCATIONAL OPPORTUNITIES
United States Office of Education, Room 11421
19th and Stout Streets
Denver, Colorado 80202

303/837-4844

Geographic Area Served: Federal Region VIII

Resources Available:	O	Literature	O	Short-term Consulting/Training
	O	Bibliographies	O	Long-term Consulting/Training
	O	Films	O	
	O	Recordings	O	
	●	Speakers	O	
Resources Available to:	●	School Administrators	O	City Officials
	●	Other Prof'l School Staff	O	
O Students		(e.g., counselors)	O	
O Community Members	O	Non-prof'l School Staff	O	
● Teachers	●	Boards of Education	O	

Additional Information:

Financial support is available to school districts and colleges.

DIVISION OF SCHOOL-COMMUNITY RELATIONS
Detroit Public Schools
5057 Woodward Avenue
Detroit, Michigan 48202

313/833-7900

Geographic Area Served: Detroit

Resources Available:	●	Literature	●	Short-term Consulting/Training
	●	Bibliographies	●	Long-term Consulting/Training
	0	Films	●	Curriculum Materials
	0	Recordings	●	Tutorial Services
	0	Speakers	●	Publications Assistance
Resources Available to:	●	School Administrators	0	City Officials
	●	Other Prof'l School Staff (e.g., counselors)	0	
0 Students			0	
● Community Members	●	Non-prof'l School Staff	0	
● Teachers	●	Boards of Education	0	

Additional Information:
A variety of services are offered to school system staff and community members through the several departments of the Division of School-Community Relations: intergroup relations, publications and duplicating, school volunteers (e.g., tutors), community use of schools, equal employment opportunities and contract relations, information services, and news media linkage. They also publish a newsletter and staff journal.

ECUMENICAL ASSOCIATES, INC.
804 Michigan National Tower
Lansing, Michigan 48933
or
1111 Cleo Street
Lansing, Michigan 48915

313/482-1294

Geographic Area Served: Michigan only for long term consulting; nation for short term

Resources Available:	0	Literature	●	$ Short-term Consulting/Training
	0	Bibliographies	●	$ Long-term Consulting/Training
	0	Films	0	
	0	Recordings	0	
	0	Speakers	0	
Resources Available to:	●	$School Administrators	0	City Officials
	●	$Other Prof'l School Staff (e.g., counselors)	0	
● $Students			0	
● $Community Members	●	$Non-prof'l School Staff	0	
● $Teachers	0	Boards of Education	0	

Additional Information:

EA's special skills and interest lie in the area of institutional change processes. Application has been principally in regard to changing structures that perpetuate racism in schools, and to change from vertical to horizontal governance structures in secondary schools. EA handles both program design and implementation; its major client groups in the past have been teachers and school administrators.

EDUCATION/INSTRUCCIÓN, INC.
Box 12245
Hartford, Connecticut 06112

203/522-7960

Geographic Area Served: Nation

Resources Available:	● $Literature	● $Short-term Consulting/Training
	● $Bibliographies	● $Long-term Consulting/Training
	● $Films	● $Racism seminars
	0 Recordings	● $Posters
	● Speakers	0
Resources Available to:	● $School Administrators	● $City Officials
	● $Other Prof'l School Staff	● $Other groups
●$ Students	(e.g., counselors)	0
●$ Community Members	● $Non-prof'l School Staff	0
●$ Teachers	● $Boards of Education	0

Additional Information:

This is a non-profit, multiracial corporation with resources available to those wishing to evaluate, create or sponsor non-racist, culturally pluralistic programs, materials or activities. Goals include creating and implementing ways of advancing cultural pluralism for all-black, brown, red, white and yellow. EI researches, writes and disseminates resource materials and creates and redesigns organizational structures, staffing patterns and working guidelines to reflect the needs and involvement of individuals an organization serves. Primary focus in the past has been on community members and private groups.

EDUCATIONAL EVALUATION ASSOCIATES
1072 Gayley Avenue
Los Angeles, Calif. 90024

(213)478-7971

Geographic Area Served: Nation

Resources Available:	0 Literature	●$ Short-term Consulting/Training
	0 Bibliographies	●$ Long-term Consulting/Training
	0 Films	●$ Program Evaluations
	0 Recordings	0
	0 Speakers	0
Resources Available to:	●$ School Administrators	●$ City Officials
	●$ Other Prof'l School Staff	0
0 Students	(e.g., counselors)	0
0 Community Members	0 Non-prof'l School Staff	0
●$ Teachers	●$ Boards of Education	0

Additional Information:

Program evaluations include audits, workshops and test construction.

EDUCATIONAL INFORMATION SERVICES
Wayne County Intermediate School District
33030 Van Born Road
Wayne, Michigan 48184

313/274-9010
313/729-1770

Geographic Area Served: Wayne County

Resources Available:	●	Literature	0	Short-term Consulting/Training
	●	Bibliographies	0	Long-term Consulting/Training
	●	Films	●	Materials Production Equipment
	●	Recordings	●	Information Retrieval
	0	Speakers	●	In-service Training
Resources Available to:	●	School Administrators	0	City Officials
	●	Other Prof'l School Staff (e.g., counselors)	●	Student Teachers
0 Students			0	
0 Community Members	●	Non-prof'l School Staff	0	
● Teachers	●	Boards of Education	0	

Additional Information:
EIS can provide a wide range of materials (e.g., PREP reports, ERIC documents, curriculum guides, many kinds of visual teaching aids) for curriculum and program development. There is also a variety of materials production equipment available for use--some at a nominal fee. EIS staff will respond to educators' specific questions through their A.S.K. (Assistance with School Knowledge) program: phone, write, or stop by.

EDUCATIONAL POLICY RESEARCH CENTER
Stanford Research Institute
333 Ravenswood Avenue
Menlo Park, California 94025

415/326-6200 ext. 4587

Geographic Area Served: nation

Resources Available:	●	Literature	0	Short-term Consulting/Training
	●	Bibliographies	0	Long-term Consulting/Training
	0	Films	0	
	0	Recordings	0	
	0	Speakers	0	
Resources Available to:	●	School Administrators	0	City Officials
	●	Other Prof'l School Staff (e.g., counselors)	0	
0 Students			0	
● Community Members	0	Non-prof'l School Staff	0	
● Teachers	●	Boards of Education	0	

Additional Information:

FACULTY SPECIALISTS IN SECONDARY EDUCATION
Teachers College
Columbia University
New York, New York 10027
Attn: Professor F. K. Heussenstamm

212/870-4854

Geographic Area Served: National-International

Resources Available:	● $ Literature	● $ Short-term Consulting/Training
	● $ Bibliographies	● $ Long-term Consulting/Training
	● $ Films	● $ Research evaluation
	● $ Recordings	0
	● $ Speakers	0
Resources Available to:	● School Administrators	● City Officials
	● Other Prof'l School Staff	● Government Agencies
● Students	(e.g., counselors)	0
● Community Members	● Non-prof'l School Staff	0
● Teachers	● Boards of Education	0

Additional Information:

Fees for consultation and other resources depend on job and location. Financial support available to client groups depends on the nature of the program. Write for additional information.

GENESEE COUNTY COMMUNITY MENTAL HEALTH SERVICES BOARD
Room 707, Metropolitan Building
432 N. Saginaw Street
Flint, Michigan 48502
Attn: Mildred M. Darnton, Director of Public Information

313/235-0611

Geographic Area Served: City of Flint, Genessee County

Resources Available:	● Literature	● $ Short-term Consulting/Training
	● Bibliographies	● $ Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	● Speakers	0
Resources Available to:	● School Administrators	● City Officials
	● Other Prof'l School Staff	0
● Students	(e.g., counselors)	0
● Community Members	● Non-prof'l School Staff	0
● Teachers	● Boards of Education	0

Additional Information:

Fees are not always charged for consultant work.

THE GRAIL
Grailville
Loveland, Ohio 45140

513/683-2340

Geographic Area Served:	Nation	
Resources Available:	0 Literature	●$ Short-term Consulting/Training
	0 Bibliographies	0 Long-term Consulting/Training
	0 Films	●$ Semester-long College Credit
	0 Recordings	0 Program
	0 Speakers	0
Resources Available to:	●$ School Administrators	●$ City Officials
	●$ Other Prof'l School Staff	●$ College Students
●$ Students	(e.g., counselors)	0
●$ Community Members	●$ Non-prof'l School Staff	0
●$ Teachers	●$ Boards of Education	0

Additional Information:

In addition to serving as the U.S. office of the international Grail Movement, Grailville is an educational center emphasizing creative experimentation in community living, social action, the arts, worship and the search for the spiritual ecumenism, and continuing education--especially for WOMEN. It's "Semester at Grailville" offers college credit (in collaboration with some universities) for its program of seminars, independent projects, and field work (in Cincinnati or Appalachian Clermont County). Write for more information about this and other Grail programs.

HUMAN ENTERPRISES INSTITUTE
Post Office Box 7223
Wake Forest University
Winston-Salem, North Carolina 27109
Attn: Mr. John E. Shields

919/724-0025

Geographic Area Served:	Southeast	
Resources Available:	0 Literature	●$ Short-term Consulting/Training
	0 Bibliographies	●$ Long-term Consulting/Training
	0 Films	●$ Promote citizen support
	0 Recordings	●$ Design training
	0 Speakers	●$ Re-designing organizations
Resources Available to:	● $School Administrators	●$ City Officials
	0 Other Prof'l School Staff	0
●$ Students	(e.g., counselors)	0
●$ Community Members	● $Non-prof'l School Staff	0
●$ Teachers	● $Boards of Education	0

Additional Information:

Activities include: designing a community based council for the Department of Correction of North Carolina; management consulting for EEOC implementation; consultation on management styles and interpersonal relationships of management teams, consultation with individuals and goings on strategies for combating racism; designing learning experiences in the area of racism, primarily for white "establishment" decision-makers. Fees are often paid by clients' own grants or ESAP funds. Most frequent work in the past has been with community members and the State Department of Public Instruction.

HUMAN RELATIONS OFFICE
State Department of Public Instruction
Townsend Building
Dover, Delaware 19901

302/678-4889

Geographic Area Served: Delaware

Resources Available:	0 Literature	● Short-term Consulting/Training
	● Bibliographies	0 Long-term Consulting/Training
	● Films	0
	0 Recordings	0
	● Speakers	0
Resources Available to:	● School Administrators	0 City Officials
	● Other Prof'l School Staff	0
● Students	(e.g., counselors)	0
● Community Members	● Non-prof'l School Staff	0
● Teachers	● Boards of Education	0

Additional Information:

INSTITUTE FOR DEVELOPMENT OF EDUCATIONAL ACTIVITIES, INC.
Post Office Box 628
Dayton, Ohio 45419

513/424-7300

Geographic Area Served: National-International

Resources Available:	● $ Literature	0 Short-term Consulting/Training
	0 Bibliographies	0 Long-term Consulting/Training
	● $ Films	0
	0 Recordings	0
	0 Speakers	0
Resources Available to:	● $ School Administrators	● $ City Officials
	● $ Other Prof'l School Staff	● $ Universities
● $ Students	(e.g., counselors)	● $ School districts
● $ Community Members	● $ Non-prof'l School Staff	● $ State Departments of Education
● $ Teachers	● $ Boards of Education	0

Additional Information:
This is a non-profit, educational corporation providing in-service training materials and reports on critical issues in education for teachers and administrators. Its 3 functions are research, development and service. IDEA conducts seminars and commissions papers exploring particular aspects of education. The Occasional Paper services are based on discussions in new areas backing sufficient information on new approaches to long-standing educational problems. Films are available for purchase and rental. Film rental is $7.00 and up; literature is $1.00-$2.00

INSTITUTE OF ETHNIC STUDIES
Annex 7
Weber State College
Ogden, Utah 84403

801/399-5941 ext. 280

Geographic Area Served: Nation, but primarily Northern Utah

Resources Available:	0 Literature	● $Short-term Consulting/Training
	0 Bibliographies	● $Long-term Consulting/Training
	0 Films	● $Workshops
	0 Recordings	● $In-service training in cultural
	● $Speakers	0 awareness
Resources Available to:	● School Administrators	● $City Officials
	● Other Prof'l School Staff	● $Private businesses
● Students	(e.g., counselors)	● $Governmental agencies
● Community Members	● Non-prof'l School Staff	0
● Teachers	● $Boards of Education	0

Additional Information:
Consultants and workshops can be provided by the Institute in matters dealing with race relations; history and life styles of the culturally different; curriculum development to include relevant materials in course content in English, history, business, sociology, social work, psychology and family life and education. Some support funds are available to students and student organizations at Weber State for cultural presentations, speakers, etc.

INSTITUTE FOR PERSONAL EFFECTIVENESS IN CHILDREN
4455 Twain Street, Suite H
San Diego, California 92120

714/283-7141

Geographic Area Served: Nation

Resources Available:	●$ Literature	●$ Short-term Consulting/Training
	●$ Bibliographies	●$ Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	●$ Speakers	0
Resources Available to:	●$ School Administrators	●$ City Officials
	●$ Other Prof'l School Staff	0
●$ Students	(e.g., counselors)	0
●$ Community Members	●$ Non-prof'l School Staff	0
●$ Teachers	●$ Boards of Education	0

Additional Information:

IPEC is a non-profit corporation formed to promote character and emotional development of children through effective interpersonal communication. It offers pre-service and in-service training programs for profit to professional educators in techniques used in the Human Development Program (HDP). HDP was developed to help improve the self-image of children and help them learn to relate positively to others; by facilitating and affecting learning, it promotes improved motivation and achievement in all areas of education.

INTER-FAITH CENTERS FOR RACIAL JUSTICE, INC.
10344 Puritan Avenue
Detroit, Michigan 48238

313/345-4350

Geographic Area Served: Metropolitan Detroit (7 regional offices in city & suburbs)

Resources Available:		
	● Literature	● Short-term Consulting/Training
	0 Bibliographies	● Long-term Consulting/Training
	● Films	● Community Organizing
	0 Recordings	0
	● Speakers	0
Resources Available to:	● School Administrators	● City Officials
	● Other Prof'l School Staff (e.g., counselors)	● Churches
● Students		0
● Community Members	● Non-prof'l School Staff	0
● Teachers	● Boards of Education	0

Additional Information:
This is an interfaith, interracial, non-partisan program encompassing a network of centers in the metropolitan Detroit area. The centers can provide technical assistance to groups: facts and information, consultation on program design, recommendations of resource people. They also have on-going programs in each of the local centers: seminars, study-action groups, task forces, projects related to the local situation.

INTERSTATE RESEARCH ASSOCIATES
3210 Grace Street, N.W.
Washington, D.C. 20007

Geographic Area Served: Nation

Resources Available:		
	● $ Literature	● $ Short-term Consulting/Training
	● $ Bibliographies	● $ Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	● $ Speakers	0
Resources Available to:	● $ School Administrators	● $ City Officials
	● $ Other Prof'l School Staff (e.g., counselors)	● $ State & Federal Officials
● $ Students		● $ Community organizations
● $ Community Members	● $ Non-prof'l School Staff	● $ Migrant organizations
● $ Teachers	● $ Boards of Education	●

Additional Information:
IRA is a non-profit research, consultant and development firm specializing in bi-cultural projects. IRA uses its technical assistance in mobilizing a community's own resources to develop solutions leading to self-determination and an integrated, pluralistic society. Its scope of operations includes community economic development, board training, education, ethnic studies, migrant farm worker programs, and program and proposal development. While fees are charged, IRA always helps Spanish-speaking community organ zations in any way it can. Field offices are located in Edinburg, Dallas and San Antonio, Texas; Denver, Colorado; and San Francisco, California.

JAPANESE AMERICAN CURRICULUM PROJECT
Post Office Box 367
San Mateo, California 94401
Attn: Ms. Florence Yoshiwana, coordinator

415/344-1981
(Call person to person only Ms. Yoshiwana)

Geographic Area Served: Nation

Resources Available:	●$ Literature	● $ Short-term Consulting/Training	
	● Bibliographies	0 Long-term Consulting/Training	
	0 Films	● Film strips	
	● Recordings	0	
	●$ Speakers	0	
Resources Available to:	●$ School Administrators	● $City Officials	
	●$ Other Prof'l School Staff (e.g., counselors)	● $Universities and graduate schools	
● $Students		●	
● $Community Members	●$ Non-prof'l School Staff	0	
● $Teachers	●$ Boards of Education	0	

Additional Information:
This is a non profit organization of teachers and administrators who share the same concerns and recognize the same needs in filling the vacuum in Japanese American curriculum materials. Staff have done intensive research to develop an historical chronology, graded reading lists and bibliography and numerous curriculum materials. Can provide extensive information on JA curriculum materials and have experienced personnel in all areas of Asian studies. Fees for speakers and consultants for students and community members vary according to resources.

KALAMAZOO CONSULTATION CENTER
225 Dewey Building
132 North Kalamazoo Mall
Kalamazoo, Michigan 49006

616/343-6109

Geographic Area Served: Kalamazoo County

Resources Available:	0 Literature	0 Short-term Consulting/Training	
	0 Bibliographies	● Long-term Consulting/Training	
	0 Films	● Personal Counseling	
	0 Recordings	● In-Service Training	
	● Speakers	0	
Resources Available to:	● School Administrators	● City Officials	
	● Other Prof'l School Staff (e.g., counselors)	0	
● Students		0	
● Community Members	● Non-prof'l School Staff	0	
● Teachers	● Boards of Education	0	

Additional Information:
Although the work of the Center is broader than the educational scene, it does work with school systems in specific programs around, e.g., school-community relations, multi-ethnic education, and classroom behavior as these relate to community mental health.

KING SCREEN PRODUCTIONS
320 Aurora Avenue, North
Seattle, Washington 98109

206/682-3555

Geographic Area Served: Nation

Resources Available:	● Literature	0 Short-term Consulting/Training
	0 Bibliographies	0 Long-term Consulting/Training
	● $Films	0
	0 Recordings	0
	0 Speakers	0
Resources Available to:	● $School Administrators	● $City Officials
	● $Other Prof'l School Staff (e.g., counselors)	0
●$ Students		0
●$ Community Members	● $Non-prof'l School Staff	0
●$ Teachers	● $Boards of Education	0

Additional Information:
All films are 16 mm.; their primary purpose is to stimulate thinking and discussion. Topics include the arts, contemporary problems, environment, human relations, language arts, minority studies, reading, science and social studies. Also available are mini courses--groups of related films, integrated by a study manual--designed for use with a wide range of curriculum programs. Films are available for purchase or rental. Write for catalogue which also includes a listing of 3 university rental sources in 26 states.

METROPOLITAN ECUMENICAL TRAINING CENTER
1419 V Street, N.W.
Washington, D.C. 20009

202/234-6300

Geographic Area Served: Nation, but primary focus in Baltimore and Washington

Resources Available:	0 Literature	●$ Short-term Consulting/Training
	0 Bibliographies	●$ Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	●$ Speakers	0
Resources Available to:	●$ School Administrators	●$ City Officials
	●$ Other Prof'l School Staff (e.g., counselors)	●$ Church groups
●$ Students		0
●$ Community Members	●$ Non-prof'l School Staff	0
●$ Teachers	●$ Boards of Education	0

Additional Information:
METC provides 3 kinds of services: in-service continuing education programs for clergy and laity; contractual training and consultation services in particular problem areas; development of innovative educational projects. The Center has been instrumental in launching several unique projects on behalf of the religious community. Two (The Race Institute and Youth Adult Task Forces) attempts to deal with social issues in the larger community; 2 others (Interact and Inter-Met) attempt to create new, field-based educational structures for theological education. Write for further information regarding specialized programs and workshops.

MICHIGAN LEGAL SERVICES
Wayne State School of Law
Detroit, Michigan 48202

attn: Gabe Kaimowitz

313/577-4822

Geographic Area Served: Michigan

Resources Available:					
	●	$ Literature	●	Short-term Consulting/Training	
	●	Bibliographies	0	Long-term Consulting/Training	
	0	Films	0		
	0	Recordings	0		
	●	Speakers	0		
Resources Available to:	0	School Administrators	0	City Officials	
	0	Other Prof'l School Staff (e.g., counselors)	0		
● Students			0		
● Community Members	0	Non-prof'l School Staff	0		
0 Teachers	0	Boards of Education	0		

Additional Information:
They have information on legal cases (briefs, opinoins, etc.) concerning school and related juvenile law. There is a charge for some of these. No bulk mailings.

MICHIGAN STATE DEPARTMENT OF EDUCATION
Box 420
Lansing, Michigan 48902

517/373-3497

Geographic Area Served: Michigan

Resources Available:					
	●	Literature	0	Short-term Consulting/Training	
	●	Bibliographies	0	Long-term Consulting/Training	
	●	Films	●	Assistance in Identifying School Crisis Resources	
	●	Recordings	0		
	●	Speakers	0		
Resources Available to:	●	School Administrators	●	City Officials	
	●	Other Prof'l School Staff (e.g., counselors)	0		
● Students			0		
● Community Members	●	Non-prof'l School Staff	0		
● Teachers	●	Boards of Education	0		

Additional Information:
Although its services are available to all groups listed, the Department has in the past worked most frequently with community members, school administrators, and boards of education. While not providing financial support directly, it can assist local groups in identifying federal and state funding sources (e.g., through Title IV of the Civil Rights Act of 1964 and Demonstration and Experimental Schools Program, Title III of E.S.E.A.).

MOTT INSTITUTE FOR IMPROVEMENT
517 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

517/353-6453

Geographic Area Served: National

Resources Available:	0 Literature	●$ Short-term Consulting/Training
	0 Bibliographies	●$ Long-term Consulting/Training
	● Films	0
	0 Recordings	0
	●$ Speakers	0
Resources Available to:	●$ School Administrators	0 $City Officials
	●$ Other Prof'l School Staff	0
● Students	(e.g., counselors)	0
● Community Members	●$ Non-prof'l School Staff	0
●$ Teachers	● Boards of Education	0

Additional Information:

Primary client groups in the past have been teachers, school administrators and school staff. Fees for speakers workshops and consultants and non-professional vary with purpose and location.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE
c/o Education Committee
765 Selma Place
San Diego, California 92114

714/263-2696

Geographic Area Served: California

Resources Available:	0 Literature	●$ Short-term Consulting/Training
	0 Bibliographies	0 Long-term Consulting/Training
	0 Films	●$ Conference/Community Organization
	0 Recordings	0
	●$ Speakers	0
Resources Available to:	●$ School Administrators	●$ City Officials
	●$ Other Prof'l School Staff	0
● Students	(e.g., counselors)	0
● Community Members	●$ Non-prof'l School Staff	0
● Teachers	●$ Boards of Education	0

Additional Information:
NAACP charges an honorarium for services. Speakers are available on: Black History, Black Politics, Black Literature, Asian Studies, Community Organization, and Conflict Resolution. Conference planners are available on the following topics: Education, Health, Musical presentations.

THE NATIONAL COMMISSION ON RESOURCES FOR YOUTH, INC.
36 West 44th Street
New York City, New York 10036

212/682-3339

Geographic Area Served:	Nation				
Resources Available:	●	Literature	●	Short-term Consulting/Training	
	0	Bibliographies	0	Long-term Consulting/Training	
	●	Films	●	Video tapes	
	0	Recordings	●	How-to-do-it	
	●	Speakers	0		
Resources Available to:	●	School Administrators	●	City Officials	
	●	Other Prof'l School Staff	0		
● Students		(e.g., counselors)	0		
● Community Members	●	Non-prof'l School Staff	0		
● Teachers	●	Boards of Education	0		

Additional Information:

The Commission's purpose--promotion of programs which provide youth with opportunities to assume rewarding and responsible roles in society--is accomplished by disseminating information regarding such programs or by establishing model programs. To discover innovative programs which are youth initiated, governed or staffed, the Commission utilizes a national network of consultants who are competent to validate them. File includes over 500 programs in which youth are developing school curricula in all areas. Over 450 cities participate in the Commission's model program, Youth Tutoring Youth. Write for specifics.

NATIONAL CONFERENCE OF CHRISTIANS AND JEWS
43 West 57th Street
New York, New York 10019
Attn: Dr. J. Oscar Lee

212/688-7530

Geographic Area Served:	Nation				
Resources Available:	●$	Literature	0	Short-term Consulting/Training	
	0	Bibliographies	0	Long-term Consulting/Training	
	0	Films	●$	Radio and stage scripts	
	0	Recordings	0		
	0	Speakers	0		
Resources Available to:	●	School Administrators	●	City Officials	
	●	Other Prof'l School Staff	●		
● Students		(e.g., counselors)	●		
● Community Members	●	Non-prof'l School Staff	●		
● Teachers	●	Boards of Education	●		

Additional Information:

A civic organization engaged in a nationwide program of intergroup education, NCCJ encourages citizens to appreciate the diversities and assume the responsibilities of a pluralistic society. Work is focused in many areas: youth-adult programs on the effects of discrimination; programs for youth leaders; programs providing intergroup relations training for police and promotion of cooperative efforts between law enforcement officers and local community leaders; training of teachers and community leaders; programs in equal opportunity in industry; interreligious programming. NCCJ also has an extensive publication program for schools, churches and synagogues and civic agencies. Write for materials list.

NATIONAL INSTITUTE OF MENTAL HEATLH
5600 Fishers Lane
Rockville, Maryland 20852

Regional Offices:

REGION I
(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

John F. Kennedy Federal Building
Boston, Massachusetts 02203
Attn: Mrs. Anne Twomey

REGION II
(New Jersey, New York, Puerto Rico, Virgin Islands)

26 Federal Plaza
New York, New York 10007
Attn: Mrs. Jessie P. Dowling

REGION III
(Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia)

REGION IV
(Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)

50 Seventh Street, N.E., Room 423
Atlanta, Georgia 30323
Attn: Mr. William Wright

REGION V
(Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)

New Post Office Building, Room 712
433 West Van Buren Street
Chicago, Illinois 60607
Attn: Mr. Michael F. Houlihan, Acting

REGION VI
(Arkansas, Louisiana, New Mexico, Oklahoma, Texas)

1114 Commerce Street
Dallas, Texas 75202
Attn: Miss Kathryn M. Fritz

REGION VII
(Iowa, Kansas, Missouri, Nebraska)

601 East 12th Street
Kansas City, Missouri 64106
Attn: Mr. Virgil V. Shoop

REGION VIII
(Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)

Federal Office Building, Room 9017
1961 Stout Street
Denver, Colorado 80202
Attn: Mr. Theodore E. Fasso, Acting

REGION IX
(Arizona, California, Hawaii, Nevada)

Federal Office Building
50 Fulton Street
San Francisco, California 94102
Attn: Mrs. Ruth S. Morley

REGION X
(Alaska, Idaho, Oregon, Washington)

Arcade Building Mezzanine
1319 Second Avenue
Seattle, Washington 98101
Attn: Mr. David N. Hanson

Geographic Area Served: Nation

Resources Available:

● Literature	● Short-term Consulting/Training	
● Bibliographies	● Long-term Consulting/Training	
● Films	○	
○ Recordings	○	
● Speakers	○	

Resources Available to:

● School Administrators	● City Officials	
● Other Prof'l School Staff (e.g., counselors)	● Researchers	
● Students	● Non-prof'l School Staff	○
● Community Members	● Boards of Education	○
● Teachers		

Additional Information:

The basic mission of NIMH is to develop knowledge, manpower and services to treat and rehabilitate the mentally ill, to prevent mental illness, to promote and sustain mental health. Priority areas include alcoholism, drug abuse and metropolitan and environmental health problems. Grants are awarded in a variety of areas, including research and training projects dealing with "action programs" in urban renewal, race relations, health, education and welfare services in urban areas. Contact any of the offices for information on specific programs.

NATIONAL JUVENILE LAW CENTER
3642 Lindell Boulevard
Saint Louis, Missouri 63108

314/533-8868

Geographic Area Served: From East Coast to Colorado

Resources Available:	0	Literature	0	Short-term Consulting/Training
	●	Bibliographies	0	Long-term Consulting/Training
	0	Films	0	
	0	Recordings	0	
	0	Speakers	0	
Resources Available to:	●	School Administrators	0	City Officials
	0	Other Prof'l School Staff	0	Local Legal Services Programs
● Students		(e.g., counselors)	0	
0 Community Members	0	Non-prof'l School Staff	0	
● Teachers	0	Boards of Education	0	

Additional Information:
Funded by a grant from the Office of Legal Services of OEO to Saint Louis University, NJLC's basic function is to provide assistance to Legal Services Programs in the area of juvenile law, and to work toward juvenile law reform. Areas of concern include: eliminating public school fees; making school disciplinary rules and procedures rational; improving conditions in juvenile institutions; implementing rights to counsel in juvenile court for children and parents. Resources are available to school personnel without charge only in situations in which the Center is providing services directly to a Legal Services Program.

NTL INSTITUTE FOR APPLIED BEHAVIORAL SCIENCE
1201 16th Street, N.W.
Washington, D.C.
Attn: Dr. Howard Lamb

202/833-4374

Geographic Area Served: Nation

Resources Available:	0 $	Literature	0 $	Short-term Consulting/Training
	0 $	Bibliographies	0 $	Long-term Consulting/Training
	0	Films	0	
	0	Recordings	0	
	0	Speakers	0	
Resources Available to:	0 $	School Administrators	0 $	City Officials
	0 $	Other Prof'l School Staff	0	
0 $ Students		(e.g., counselors)	0	
0 $ Community Members	0 $	Non-prof'l School Staff	0	
0 $ Teachers	0 $	Boards of Education	0	

Additional Information:
The Institute's purposes are to apply to the problems of individuals, families, schools, businesses, service organizations, churches, industry and government what behavioral scientists have learned about man, organizations and cultural systems. Educates men and women to recognize and develop their potentials in response to changing life styles, careers and patterns of interaction. Is attempting to serve as a focal agency in developing the laboratory method of learning group dynamics. Has four centers: Black Affairs, Educational Systems, Organization Studies and Center for a Voluntary Society--and the Professional Affair division in Washington, plus 5 regional offices throughout the country.

NATIONAL URBAN LEAGUE, INC.
55 East 52nd Street
New York, New York 10022

attn: Director for Education

212/751-0300

Geographic Area Served: Nation

Resources Available:	● Literature	● Short-term Consulting/Training
	● Bibliographies	0 Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	● Speakers	0
Resources Available to:	● School Administrators	● City Officials
	● Other Prof'l School Staff	0
● Students	(e.g., counselors)	0
● Community Members	● Non-prof'l School Staff	0
● Teachers	● Boards of Education	0

Additional Information:

NEW ENGLAND CENTER FOR ORGANIZATIONAL AND PERSONAL DEVELOPMENT
Box 575
Amherst, Massachusetts 01002

413/584-0240

Geographic Area Served: National-International

Resources Available:	●$ Literature	● $ Short-term Consulting/Training
	●$ Bibliographies	● $ Long-term Consulting/Training
	0 Films	● $ Workshop Series
	0 Recordings	0
	●$ Speakers	0
Resources Available to:	●$ School Administrators	● $ City Officials
	●$ Other Prof'l School Staff	● $ Mental Health Programs
● $Students	(e.g., counselors)	● $ Community Action Programs
● $Community Members	●$ Non-prof'l School Staff	● $ Federal Programs
● $Teachers	●$ Boards of Education	0

Additional Information:

The primary focus of this organization is on workshops, scheduled throughout the year. Of particular interest might be those on humanizing education, leadership training in methods to actualize human potential, group process, and affective education. There is a limited fund for partial scholarships to these workshops. The Center's publications include an annotated reference list of over 150 books, films, tapes, curricula, simulations, journals, and organizations dealing with humanistic/affective/psychological education (50¢/single copy).

NETWORK ON EDUCATIONAL UNREST

Dr. Uvaldo Palomares, Director
Human Development and Training Institute
4455 Twain Avenue, Suite H
San Diego, California 92102
(714/283-7144)

Mr. Carroll Waymon, President
Institute for Social Systems Engineering
641 South Boundary
San Diego, California 92102
(714/263-4491)

Mr. Roberto Lopez, Director
Horizons Unlimited
3001 Second Street
San Francisco, California 94110
(415/285-2171)

Mr. Julian Richardson, Director
540 McCallister
San Francisco, California
(415/[illegible]-0543)

Mr. Jesse Sangster, Director
1700 W. Third Street
Flint, Michigan 48503
(313/766-9584)

Dr. Arthur Thomas, Director
Center for the Study of Student Citizenship, Rights and Responsibilities
1145 Germantown
Dayton, Ohio 45408
(513/223-8228)

Mr. Robert Simms
Community Relations Board
903 Metropolitan Justice Building
1351 N.W. Twelfth Street
Miami, Florida 33125
(305/377-7171)

Geographic Area Served: Nation

Resources Available:
- 0 Literature
- 0 Bibliographies
- 0 Films
- 0 Recordings
- ● Speakers
- ● Short-term Consulting/Training
- ● Long-term Consulting/Training
- 0
- 0
- 0

Resources Available to:
- ● Students
- ● Community Members
- ● Teachers
- 0 School Administrators
- 0 Other Prof'l School Staff (e.g., counselors)
- 0 Non-prof'l School Staff
- 0 Boards of Education
- 0 City Officials
- 0
- 0
- 0

Additional Information:
The purpose of the Network is to enter school systems during pre- and post-crisis conditions to engage in a variety of activities, namely: research, diagnosis, inservice training for administrators, teachers, students and other auxiliary professional groups. It also works with parents and community groups. It works with the above groups to help schools combat racism, to assist in the development of more relevant curricula and to encourage democratic decision-making. The nature of the service contract is left to individual directors.

NORTHWEST COMMUNITY EDUCATION DEVELOPMENT CENTER
University of Oregon
1736 Moss Street
Eugene, Oregon 97403

503/686-3996

Geographic Area Served: Alaska; Montana; Oregon; Washington; Western Idaho

Resources Available:	● Literature	●	Short-term Consulting/Training
	● Bibliographies	0	Long-term Consulting/Training
	● Films	0	
	● Recordings	0	
	● Speakers	0	
Resources Available to:	● School Administrators	●	City Officials
	● Other Prof'l School Staff	●	Community Colleges
● Students	(e.g., counselors)	●	Professional Organizations
● Community Members	● Non-prof'l School Staff	0	
● Teachers	● Boards of Education	0	

Additional Information:
A cooperative effort with the Mott Foundation, NCEDC assists in the development and expansion of community education programs in the region. The Center provides basic information on community education to interested individuals and groups, and consultant services to explore the possibility of implementing the community school concept. Limited financial assistance is provided to a few school districts toward becoming demonstration centers in community education. Leadership development programs including in-service seminars, university courses, workshops and training materials--are conducted to train community school leaders.

OFFICE OF THE SPECIAL ASSISTANT ON HEALTH NEEDS OF
SPANISH SURNAMED AMERICANS
Department of Health, Education and Welfare
330 Independence Avenue, S.W.
Washington, D.C. 20201

202/962-8411

Geographic Area Served: Nation

Resources Available:	● Literature	0	Short-term Consulting/Training
	0 Bibliographies	0	Long-term Consulting/Training
	0 Films	0	
	0 Recordings	0	
	0 Speakers	0	
Resources Available to:	● School Administrators	●	City Officials
	● Other Prof'l School Staff	0	
● Students	(e.g., counselors)	0	
● Community Members	● Non-prof'l School Staff	0	
● Teachers	● Boards of Education	0	

Additional Information:
The special assistant served as the principal liaison between the Spanish surnamed community and the Assistant Secretary, and developing an expanded program of activities relating to health which will best serve the interest of Spanish surnamed Americans. A major goal is increased community participation in health matters and meaningful utilization of Federal programs and resources to resolve health needs. The Special Assistant has contacted public officials, educators, students, community representatives and others seeking information and assistance on health related matters.

OFFICE OF SPECIAL PROGRAMS
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

413/545-1591

Geographic Area Served:	Nation	
Resources Available:	● $ Literature	● $ Short-term Consulting/Training
	● $ Bibliographies	● $ Long-term Consulting/Training
	● $ Films	● $ Change Teams
	● $ Recordings	● $ Crisis Intervention Teams
	● $ Speakers	0
Resources Available to:	● $ School Administrators	● $ City Officials
	● $ Other Prof'l School Staff (e.g., counselors)	0
● $ Students		0
● $ Community Members	● $ Non-prof'l School Staff	0
● $ Teachers	● $ Boards of Education	0

Additional Information:
The School has been engaged in an attempt to become a focal point of major thorough-going reform and revitalization of education in America. Its first priority is the development of a massive program of intervention designed to block the transmission of racist attitudes by schools. Staff of the numerous programs and learning centers within the School are engaged in teaching, research, advising and service, and providing consultation to other centers and groups in the School and in the field. All fees for services and resources are negotiable. Write for information on specific programs.

THE PENNSYLVANIA SCHOOL STUDY COUNCIL, INC.
304 Rackley Building
University Park, Pennsylvania 16802

814/865-0321

Geographic Area Served:	Pennsylvania	
Resources Available:	● $ Literature	● $ Short-term Consulting/Training
	● $ Bibliographies	0 Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	● $ Speakers	0
Resources Available to:	● $ School Administrators	0 City Officials
	0 Other Prof'l School Staff (e.g., counselors)	0
0 Students		0
0 Community Members	0 Non-prof'l School Staff	0
0 Teachers	0 Boards of Education	0

Additional Information:
PSSC is a non-profit corporation of educational institutions organized and staffed for the purpose of studying educational problems, disseminating school management information, and servicing the developmental needs of its member districts. Although resources are listed as only available to 'school administrators', PSSC has in the past also provided them to community members, teachers, other professional school staff, and boards of education. Resources are available free to dues-paying member school districts. Can provide financial support to school administrators for local programs. Write for brochure and price list (Most publications are in the $.50-$2.00 range.).

PEOPLE ACTING FOR CHANGE TOGETHER OF NEW DETROIT, INC.
163 Madison
Detroit, Michigan 48226

313/965-6090

Geographic Area Served: Primarily Detroit; other areas as resources are available

Resources Available:	● $Literature	● $Short-term Consulting/Training
	● $Bibliographies	● $Long-term Consulting/Training
	● $Films	● $Discussion leaders
	● $Recordings	0
	● $Speakers	0
Resources Available to:	● School Administrators	● City Officials
	● Other Prof'l School Staff	0
● Students	(e.g., counselors)	0
● Community Members	● Non-prof'l School Staff	0
● Teachers	● Boards of Education	0

Additional Information:
PACT consists of trained volunteers, multi-resources and consultation services aimed toward education and consciousness-raising programs. Focus is on assisting groups and individuals in understanding the urban crisis, how racism operates in America, and ways a more humanized, pluralistic society can emerge. PACT is part of New Detroit, Inc., a non-profit organization, which is part of the National Urban Coalition. Its most frequently served client groups in the past have been students, community members and teachers. Resources are provided without charge to Metropolitan Detroit groups.

PHI DELTA KAPPA TEACHER EDUCATION PROJECT ON HUMAN RIGHTS
555 Constitution Avenue
Norman, Oklahoma 73069

attn: Dr. Ira M. Eyster

405/325-1711

Geographic Area Served: Nation

Resources Available:	●$ Literature	● $Short-term Consulting/Training
	0 Bibliographies	0 Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	●$ Speakers	0
Resources Available to:	● School Administrators	● City Officials
	● Other Prof'l School Staff	● Colleges of Education
● Students	(e.g., counselors)	0
● Community Members	0 Non-prof'l School Staff	0
● Teachers	● Boards of Education	0

Additional Information:
This project has produced A Guide for Improving Teacher Education in Human Rights ($2/copy for up to 10 copies), appropriate for use in both pre-service and in-service teacher training programs. The Guide provides a conceptual framework for the issues as well as course content and format ideas and bibliographies. They also have check lists on human rights issues for use by the classroom teacher and the college of education, and are developing more materials. Costs for speakers and consultants vary. The project can provide financial support to colleges of education and also--to a limited degree--to community members for local programs.

PROJECT FOR EXCEPTIONAL CHILDREN
3096 Army Street
San Francisco, California 94110

415/824-2900

Geographic Area Served: San Francisco

Resources Available:	● Literature	0 Short-term Consulting/Training
	0 Bibliographies	0 Long-term Consulting/Training
	0 Films	● Tutoring
	0 Recordings	● Field Trips
	0 Speakers	0
Resources Available to:	0 School Administrators	0 City Officials
	0 Other Prof'l School Staff (e.g., counselors)	0
● Students		0
0 Community Members	0 Non-prof'l School Staff	0
0 Teachers	0 Boards of Education	0

Additional Information:
A recreational, social, and educational program for children who are in special programs for slow learners, the Project recognizes the need of these children for more services than the public schools are able to provide. Its program includes constant individual attention, field trips (for education and fun!), tutoring in reading and arithmetic, assistance with learning social skills, and much more. Staff is bi-lingual (Spanish-English) as is the literature available.

PUBLIC POLICY RESEARCH ORGANIZATION
University of California
Irvine, California 92664

714/833-5449

Geographic Area Served: Orange County

Resources Available:	0 Literature	● $ Short-term Consulting/Training
	0 Bibliographies	0 Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	● $ Speakers	0
Resources Available to:	● $ School Administrators	● $ City Officials
	● $ Other Prof'l School Staff (e.g., counselors)	0
● $ Students		0
● $ Community Members	● $ Non-prof'l School Staff	0
● $ Teachers	● $ Boards of Education	0

Additional Information:

Research assistantships are often available for students. Fees for services depend on the situation.

RACE INSTITUTE, METROPOLITAN ECUMENICAL TRAINING CENTER
1419 V Street, N.W.
Washington, D.C. 20009
Attn: Hans Scherner, Director

202/234-6300

Geographic Area Served:	Nation, but primary focus in Baltimore and Washington	
Resources Available:	0 Literature	● $ Short-term Consulting/Training
	0 Bibliographies	● $ Long-term Consulting/Training
	● $ Films	0
	0 Recordings	0
	● $ Speakers	0
Resources Available to:	● $ School Administrators	● $ City Officials
	● $ Other Prof'l School Staff	0
● $ Students	(e.g., counselors)	0
● $ Community Members	● $ Non-prof'l School Staff	0
● $ Teachers	● $ Boards of Education	0

Additional Information:

RI is a network of 30 black and white consultants specializing in organizational development and training toward the accomplishment of a pluralistic, multiracial society, where: 1) life experiences and distinct cultural identities of minority groups are positively acknowledged and responded to in all institutional and societal processes; and 2) minority group members are in positions of power/authority and can use their experiences to affect and direct their lives in this society. The Institute seeks to enable clients to utilize organizational development, problem solving and experience-based learning methods towards resolution of the organization's unique race related problems. All fees are negotiated.

RESEARCHERS FOR ACTION

College of Education
University of Illinois, Chicago Circle (OR) School of Education
Chicago, Illinois 60680 University of Wisconsin at Milwaukee
Attn: Ed Wynne 312/663-5629 Milwaukee, Wisconsin 53202
Attn: Richard Wisniewski

Geographic Area Served:	Nation	
Resources Available:	0 Literature	● Short-term Consulting/Training
	0 Bibliographies	● Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	● Speakers	0
Resources Available to:	● School Administrators	● City Officials
	0 Other Prof'l School Staff	0
● Students	(e.g., counselors)	0
● Community Members	● Non-prof'l School Staff	0
● Teachers	● Boards of Education	0

Additional Information:
This is a special interest group within the American Educational Research Association. It was formed in 1970 in an effort to develop The Network for Better Education by which educational researchers could be mobilized to provide services to groups who are working to reform education and to confront basic social issues in educational settings. Members of this confederation are located throughout the country; most would be willing to share their expertise with community and school groups.

RESIDENT ADVISORY BOARD
1310 [illegible] Street
Philadelphia, Pennsylvania 19107

(215)665-8850

Geographic Area Served: Nation

Resources Available:	0 Literature	●$ Short-term Consulting/Training
	0 Bibliographies	●$ Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	●$ Speakers	0
Resources Available to:	●$ School Administrators	●$ City Officials
	● Other Prof'l School Staff	0
● Students	(e.g., counselors)	0
● Community Members	0 Non-prof'l School Staff	0
●$ Teachers	0 Boards of Education	0

Additional Information:
Primary client groups in the past have been students, community members and other professional school staff.

SAN FRANCISCO ASIAN AMERICAN EDUCATION TASK FORCE
515 Ninth Avenue
San Francisco, California 94118
Attn: Mr. Edison Uno

415/752-8765

Geographic Area Served: Nation

Resources Available:	● Literature	●$ Short-term Consulting/Training
	● Bibliographies	0 Long-term Consulting/Training
	●$ Films	●$ Curriculum material
	0 Recordings	● Community input
	● Speakers	0
Resources Available to:	●$ School Administrators	●$ City Officials
	●$ Other Prof'l School Staff	0
● Students	(e.g., counselors)	0
● Community Members	●$ Non-prof'l School Staff	0
●$ Teachers	●$ Boards of Education	0

Additional Information:
This is an Asian American community based group of teachers, students, administrators, parents and community representatives. Interest is in promoting Asian American identity, awareness, curriculum and equal opportunities. Fees are not set since most of the work is done on an individual basis, generally in writing curriculum, conducting workshops, consulting professional groups and assisting those who determine policy. As an umbrella organization, often served as a referral group to specific individuals of organizations. Financial resources available for support of local programs are very limited.

SAN JOSE STATE COLLEGE
School of Social Work
125 South 7th Street
San Jose, California 95114

Geographic Area Served: Nation; but primarily San Francisco Bay area

Resources Available:	0	Literature	● $	Short-term Consulting/Training
	0	Bibliographies	0	Long-term Consulting/Training
	0	Films	0	
	0	Recordings	0	
	● $	Speakers	0	
Resources Available to:	0	School Administrators	0	City Officials
	0	Other Prof'l School Staff (e.g., counselors)	0	
● Students			0	
● Community Members	0	Non-prof'l School Staff	0	
0 Teachers	0	Boards of Education	0	

Additional Information:

The curriculum emphasizes: social systems changes which would be beneficial to Chicano communities; a humanistic rather than humanitarian approach; Chicano values in organizational and personal behaviors; a mix of theoretical and experiential learning. Student stipends and traineeships are available.

SCHOOL DISTRICT CITY OF PONTIAC
Department of School-Community and Human Relations
350 Wide Track Drive, East
Pontiac, Michigan 48058

313/338-9151, ext. 217 and 218

Geographic Area Served: Nation

Resources Available:	●	Literature	●$	Short-term Consulting/Training
	●	Bibliographies	0	Long-term Consulting/Training
	●	Films	●	Afro-American history curriculum
	●	Recordings	0	guides
	●	Speakers	●	Human Relations materials
Resources Available to:	●	School Administrators	●	City Officials
	●	Other Prof'l School Staff (e.g., counselors)	0	
● Students			0	
● Community Members	●	Non-prof'l School Staff	0	
● Teachers	●	Boards of Education	0	

Additional Information:

Fees are occasionally charged for services to community members and city officials. The curriculum guides are used by teachers in grades Kindergarten through 12th; at the secondary level, many units have been developed for use in the classroom.

SCHOOL MANAGEMENT STUDY GROUP
4674 Richmond Avenue
Fremont, California 94536

415/796-0844

Geographic Area Served:	Nation	
Resources Available:	●$ Literature	●$ Short-term Consulting/Training
	0 Bibliographies	●$ Long-term Consulting/Training
	0 Films	●$ Workshop Directors
	0 Recordings	0
	●$ Speakers	0
Resources Available to:	●$ School Administrators	●$ City Officials
	●$ Other Prof'l School Staff	0
●$ Students	(e.g., counselors)	0
●$ Community Members	●$ Non-prof'l School Staff	0
●$ Teachers	●$ Boards of Education	0

Additional Information:

SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES
P.O. Box 1248
Ann Arbor, Michigan 48106

Geographic Area Served:	Nation	
Resources Available:	●$ Literature	●$ Short-term Consulting/Training
	0 Bibliographies	●$ Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	0 Speakers	0
Resources Available to:	●$ School Administrators	●$ City Officials
	●$ Other Prof'l School Staff	0
●$ Students	(e.g., counselors)	0
●$ Community Members	●$ Non-prof'l School Staff	0
●$ Teachers	●$ Boards of Education	0

Additional Information:
SPSSI is a group of about 3000 psychologists and allied social scientists concerned with furthering research on and applying research findings to the psycholcgical aspects of critical social issues. A division of the American Psychological Association, SPSSI seeks to bring together theory and practice on human problems of the group, community and nation. Publishes Journal of Social Issues, distributes a newsletter and sponsors a wide variety of psychological volumes. Write for list of publications and roster of social science consultants; charges for consultant help are determined by client's resources. Consultants should be contacted through regional directors listed in the roster; those in areas not yet covered by regional offices should contact the Ann Arbor office.

SOCIOLOGY DEPARTMENT
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222
Attn: Herbard A. Aurbach

716/862-5411

Geographic Area Served: Western New York

Resources Available:					
	0	Literature	●	$	Short-term Consulting/Training
	0	Bibliographies	●	$	Long-term Consulting/Training
	0	Films	0		
	0	Recordings	0		
	●	Speakers	0		

Resources Available to:				
	●	School Administrators	●	City Officials
	●	Other Prof'l School Staff (e.g., counselors)	0	
● Students			0	
● Community Members	●	Non-prof'l School Staff	0	
● Teachers	●	Boards of Education	0	

Additional Information:

This department has done some work in the past with community members, teachers, school administrators, boards of education and city officials. Fees are paid through a foundation grant, rather than by clients.

TEACHER RESOURCE CENTER, THE CHILDREN'S MUSEUM
Jamaicaway
Boston, Mass. 02130

(617)522-4800

Geographic Area Served: Primarily New England

Resources Available:					
	●	Literature	●$		Short-term Consulting/Training
	●	Bibliographies	●$		Long-term Consulting/Training
	0	Films	0		
	0	Recordings	0		
	●$	Speakers	0		

Resources Available to:				
	●$	School Administrators	●$	City Officials
	●$	Other Prof'l School Staff (e.g., counselors)	●	
●$ Students			●	
●$ Community Members	●$	Non-prof'l School Staff	●	
●$ Teachers	●$	Boards of Education	●	

Additional Information:
There are fees for services that require planning time or staff time spent directly with groups or individuals (e.g., workshops, courses). Literature is available on loan to schools within the New England area. Workshops are given for groups -- even outside of New England -- upon request.

URBAN BEHAVIORAL RESEARCH ASSOCIATES
2739 North Grand, Suite 312
St. Louis, Missouri 63106

314/652-0320

Geographic Area Served: Nation

Resources Available:	0 Literature	●$ Short-term Consulting/Training
	0 Bibliographies	●$ Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	0 Speakers	0
Resources Available to:	●$ School Administrators	●$ City Officials
	●$ Other Prof'l School Staff	0
0 Students	(e.g., counselors)	0
●$ Community Members	●$ Non-prof'l School Staff	0
●$ Teachers	●$ Boards of Education	0

Additional Information:

In the past, UBRA has provided services primarily to community members, teachers and city officials.

URBAN CENTER
Glassboro State College
534 Cooper Street
Camden, New Jersey 08102

609/963-5225

Geographic Area Served: Local County

Resources Available:	● Literature	● Short-term Consulting/Training
	● Bibliographies	0 Long-term Consulting/Training
	● Films	● Meeting Space for Groups
	● Recordings	0
	● Speakers	0
Resources Available to:	● School Administrators	● City Officials
	● Other Prof'l School Staff	● Student in Work-Study Program
● Students	(e.g., counselors)	0 at College
● Community Members	● Non-prof'l School Staff	0
● Teachers	● Boards of Education	0

Additional Information:
Can provide financial support to college students through work-study programs.

VALUES ASSOCIATES
Springfield Road
Upper Jay, New York 12987

518/946-2206

Geographic Area Served: Nation

Resources Available:	0 Literature	0 $ Short-term Consulting/Training
	0 Bibliographies	0 $ Long-term Consulting/Training
	0 Films	0
	0 Recordings	0
	0 Speakers	0
Resources Available to:	0 $ School Administrators	0 $ City Officials
	0 $ Other Prof'l School Staff	0 $ Religious educators
0 $ Students	(e.g., counselors)	0
0 $ Community Members	0 $ Non-prof'l School Staff	0
0 $ Teachers	0 $ Boards of Education	0

Additional Information:

Values Associates is a team of educational consultants who have experience in working with students, teachers and parents in the area of values. Conducts workshops in values clarification, humanistic education, human relations training, and humanistic approaches to grading and evaluation. Major client groups in the past have been teachers, school administrators, other professioanl school staff, other school staff, religious educators and parents. Scholarships are offered to anyone needing them.

ZIPPORAH FILMS, INC.
54 Lewis Wharf
Boston, Massachusetts 02110

617/742-6680

Geographic Area Served: Nation

Resources Available.	0 Literature	● $ Short-term Consulting/Training
	0 Bibliographies	0 Long-term Consulting/Training
	● $ Films	0
	0 Recordings	0
	● $ Speakers	0
Resources Available to:	● $ School Administrators	● $ City Officials
	● $ Other Prof'l School Staff	● $ Universities
● $ Students	(e.g., counselors)	0
● $ Community Members	● $ Non-prof'l School Staff	0
● $ Teachers	● $ Boards of Education	0

Additional Information:
Films are Frederick Wiseman's: Basic Training, Hospital, Law and Order, High School, and The Cool World. Rental fees start at $100 for one showing with no admission charge to under 100 viewers. Write Zipporah for complete price list and other particulars. Mr. Wiseman is also available to discuss American institutions and urban problems, and how documentaries can be used to open up dialogues on creative solutions.

III. ADDRESSES OF ADDITIONAL ORGANIZATIONS

Action Training Network of Ohio
9606 Euclid Avenue
Cleveland, Ohio

African Heritage Studies Association
223 West 137th Street
New York, New York 10030
212/862-8187

The Afro-Educators Association of Rhode Island
P.O. Box 2315
Providence, Rhode Island

American Behavioral Science Lab
5th Floor
Washington Square Building
Detroit, Michigan 48226
Attn: Molly Black

American Civil Liberties Union of Michigan
Washington Boulevard Building
234 State Street
Detroit, Michigan 48226

American Management Training Services Corporation
269 Railroad Avenue
Pittsburgh, California 94565
Attn: George H. Anderson

Anti-Defamation League of B'Nai B'rith
315 Lexington Avenue
New York, New York 10016

Appalachia Educational Laboratory, Inc.
P.O. Box 1348
1031 Quarrier Street
Charleston, West Virginia 25325

ARD Self Help Center
1648 Point Breeze Avenue
Philadelphia, Pennsylvania 19146

Arkansas Council on Human Relations
600 West 9th Street, Suite 210
Little Rock, Arkansas

Association for Advancement of Mexican Americans
102 Sampson
Houston, Texas
Attn: Froilan Hernandez

Bertram M. Lee Associates, Inc.
124 Warren Street
Boston, Massachusetts 02119
Attn: Bert Lee

Black Action Committee
3042 Oceanview Boulevard
P.O. Box 14117
San Diego, California 92114

Black Advocates for Children
c/o Training Teacher Trainers Program
Albany and Woodland Avenues
Hartford, Connecticut

Black Affairs Center
National Training Laboratory Institute for Applied
Behavioral Science
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Black Child Development Institute
1028 Connecticut Avenue, N.W., Suite 514
Washington, D.C. 20036

Black Resources Center
Department of Educational Development
Division of Christian Education
National Council of Churches
475 Riverside Drive
New York, New York 10027

Center for Community Education
Columbia University
New York, New York 10027

Center for Occupational Education
North Carolina State University
1 Maiden Lane
Raleigh, North Carolina

Center for Program Development in Equal
Educational Opportunity
National College of Education
2840 Sheridan Road
Evanston, Illinois 60201

Center for Research and Development in Higher Education
University of California
1947 Center Street
Berkeley, California 94563

Center for Research and Leadership Development
in Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43201

Center for Social Organization of Schools
The Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218

Center for the Study of Evaluation
University of California
145 Moore Hall
405 Hilgarde Avenue
Los Angeles, California 90024

Center for the Study of Social Intervention
Albert Einstein College of Medicine
1165 Morris Park Avenue
Bronx, New York 10461
Attn: Robert Reiff

Center for Urban Education
105 Madison Avenue
New York, New York 10016

Center for Urban Education
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

Central Midwestern Regional Educational Laboratory, Inc.
10646 St. Charles Rock Road
St. Ann, Missouri 63074

Chicano Federation
1960 National Avenue
San Diego, California 92113
Attn: Richard Gonzalez

Chicano Planning Council
277 West Hedding
San Jose, California

Chicano Studies Center
1815 Roma, N.E.
University of New Mexico
Albuquerque, New Mexico
Attn: Richard Griego

Chicano Training Center
3520 Montrose
Houston, Texas
Attn: Fred Souffle

Children and Youth Services
United Mental Health Services of Allegheny County, Inc.
4026 Jenkins Arcade
Pittsburgh, Pennsylvania 15222
Attn: David Lancaster, Director

Citizens Commission to Develop Quality Education
75 Admiral Street
New Haven, Connecticut

Community Development Center
Division of Continuing Education
University of Kansas
Lawrence, Kansas 66044

Community Leadership Services
P.O. Box 7746
Winston-Salem, North Carolina 27109
Attn: John Shields

Community Relations Board
903 Metropolitan Justice Building
1351 12th Street, N.W.
Miami, Florida 33125
Attn: Robert Simms, Executive Director

Community Relations Service
United States Department of Justice
1100 Commerce Street
Dallas, Texas 75202
Attn: Dollie Walker, Senior Education Specialist

Congress of African People
Education Committee
Box 5706
Pittsburgh, Pennsylvania 15208

Connecticut Association for African American Education
Box 1619
Wesleyan Station
Middletown, Connecticut 06457

Constitutional Rights Foundation
609 South Grand Avenue
Los Angeles, California
Attn: Todd Clark

Crusade for Justice
1567 Downing Street
Denver, Colorado
Attn: Rodolfo Gonzales

Dallas Young Adults
3133 Inwood Road
Dallas, Texas

Department of Elementary Education
Hampton Institute
Hampton, Virginia 23368
Attn: Mary Christian

Detroit Industrial Mission
13826 West McNichols
Detroit, Michigan 48235
Attn: Doug White, Director

East Los Angeles Mental Health Training Center
741 South Atlantic Boulevard
Los Angeles, California 90022
Attn: Ismael Dieppa

Far West Laboratory for Educational Research and Development
1 Garden Circle
Hotel Claremont
Berkeley, California 94705

Glassboro State College Urban Center
534 Cooper Street
Camden, New Jersey 08102
Attn: Eric Clark, Director

Harvard Center for Law and Education
38 Kirkland Avenue
Cambridge, Massachusetts 02138

Harvard Graduate School of Education
Ray E. Larsen Hall
Cambridge, Massachusetts 02138
Attn: Kenneth Haskins

High School Students Information Center
10010 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Hispanic International University
3520 Montrose, Suite 205
Houston, Texas 77006

Horizons Unlimited
3001 22nd Street
San Francisco, California 94110
Attn: Roberto Lopez, Director
415/285-2171

Human Development and Training Institute
4455 Twain Avenue, Suite H
San Diego, California 92102
Attn: Uvaldo Palomares, Director
714/283-7144

Human Relations Department of Princeton, Ohio School District
515 Greenwood
Cincinnati, Ohio 45246
Attn: Nancy Bruce

Human Relations Education Project of Western New York
Board of Education
Buffalo, New York 14215
Attn: James Foley, Director

Humanistic Education Center
School of Education
Temple University
Philadelphia, Pennsylvania 19122
Attn: Leland Howe

Institute for Program Development in Equal Educational Opportunity
National College of Education
2840 Sheridan Road
Evanston, Illinois 60201

Institute for Social Systems Engineering
641 South Boundary
San Diego, California 92102
Attn: Mr. Carrol Waymon, President
714/263-4491

Jewish Community Relations Bureau
1100 Walnut Avenue
Kansas City, Missouri

La Raza Unida
1501 West Zavola
Crystal City, Texas
Attn: Jose Angel Gutierrez

League of United Latin American Citizens
P.O. Box 896
Rancho Mirage, California 92270

Learning Research and Development Center
160 North Craig Street
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

Marcus Bookstore
540 McCallister
San Francisco, California
Attn: Julian Richardson

Mayor's Committee for Human Resources
903 West Grand Boulevard
Detroit, Michigan
Attn: Barbara F. Mays

Metropolitan Applied Research Center
60 East 86th Street
New York, New York 10028
212/628-7400

Mexican American Anti-Defamation Committee
6500 Luzon Avenue, N. W.
Washington, D.C. 20012

Mexican American Neighborhood Organization
270 Castroville
San Antonio, Texas 78202
Attn: Jesse Guzman

Michigan Civil Rights Commission
900 Cadillac Square Building
Detroit, Michigan 48226

Michigan Superintendent's Curriculum Committee for
Spanish-Speaking Americans
36600 Schoolcraft Road
Livonia, Michigan 48150
Attn: Sister Mary Martinez

Mid-Continent Regional Educational Laboratory
104 East Independence Avenue
Kansas City, Missouri 64106

National Association for African-American Education Clearinghouse
68-72 East 131st Street
Harlem, New York 10037
212/690-7010

National Association of Black Students
3418 17th Street
Washington, D.C. 20010

National Center for Dispute Settlement
Federal Bar Building
1815 H. Street, N.W., Suite 550
Washington, D.C. 20006
Attn: Willoughby Abner

National Laboratory for Higher Education
Mutual Plaza
Chapel Hill and Duke Streets
Durham, North Carolina 27701

Network for Better Education
University of Illinois Circle Campus
Chicago, Illinois
Attn: Ed Wynn

New Approach Method
194 Brunswich Avenue
Trenton, New Jersey 08608
Attn: Greg Simms

New Black Applied Resources Center
c/o New Detroit
1515 Detroit Bank and Trust Building
211 West Fort Street
Detroit, Michigan 48226
Attn: Ann Cox

New Schools Exchange Newsletter
New Schools Exchange
301 East Canon Perdido Street
Santa Barbara, California 93101

Northwest Regional Educational Laboratory
400 Lindsay Building
710 2nd Street, S.W.
Portland, Oregon 97204

Office of Civil Rights
United States Department of Health, Education and Welfare
Regional Offices

Region I (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)
John F. Kennedy Federal Office Building
Government Center
Boston, Massachusetts 02203

Region II (New Jersey, New York, Puerto Rico, Virgin Islands)
26 Federal Plaza
New York, New York 10007

Office of Civil Rights (continued)

Region III (Delaware, D.C., Maryland, Pennsylvania, Virginia, West Virginia)
Post Office Box 12900
401 North Broad Street
Philadelphia, Pennsylvania

Region IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)
50 Seventh Street, N.E.
Atlanta, Georgia 30323

Region V (Illinois, Indiana, Minnesota, Michigan, Ohio, Wisconsin)
226 West Jackson Boulevard
Chicago, Illinois 60606

Region VI (Arkansas, Louisiana, New Mexico, Oklahoma, Texas)
1114 Commerce Street
Dallas, Texas 75202

Region VII (Iowa, Kansas, Missouri, Nebraska)
Federal Building
601 East 12th Street
Kansas City, Missouri 64106

Region VIII (Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)
Federal Building 1961 Stout Street
Denver, Colorado 80202

Region IX (Arizona, California, Hawaii, Nevada)
Phelan Building
760 Market Street
San Francisco, California 94102

Region X (Alaska, Idaho, Oregon, Washington)
Arcade Plaza Building
1321 Second Avenue
Seattle, Washington 98101

Office of Economic Opportunity
1331 18th Street, N.W.
Washington, D.C.
Attn: Betty Clark

Office of Student and Youth Affairs
400 Maryland Avenue, S.W.
Room 4079
Washington, D.C.

Operation Breadbasket
Teachers Committee
846 East 100th Place
Chicago, Illinois 60628

Outside the Net
P.O. Box 184
Lansing, Michigan

People Against Racism
670 Prentiss
Detroit, Michigan
Attn: Frank Joyce

Puerto Rican Forum
156 Fifth Avenue
New York City, New York

Research for Better Schools
1700 Market Street
Suite 1700
Philadelphia, Pennsylvania 19103

Research and Development Center for Teacher Education
University Junior High School Building
University of Texas
Austin, Texas 78712

Social Dynamics, Inc.
335 Newbury Street
Boston, Massachusetts 02115
Attn: Program Manager

Southern University and A and M College
Teacher Education Center
P.O. Box 9847
Baton Rouge, Louisiana 70813

Southwest Council of La Raza
Room 416
11 West Jefferson
Phoenix, Arizona
Attn: Julia Ruiz

Southwest Educational Development Laboratory
800 Brazos
Austin, Texas 78701

Southwest Regional Laboratory for Educational
Research and Development
11300 LaCienega Blvd.
Inglewood, California 90304

Southwestern Cooperative Educational Laboratory, Inc.
117 Richmond Drive, N.E.
Albuquerque, New Mexico 87106

Stanford Center for Research and Development in Teaching
Stanford University
770 Welch Road
Palo Alto, California 94304

STEP-UP Project
San Francisco State College
Mod. 45
1600 Holloway
San Francisco, California

Student Organization for Black Unity
P.O. Box 20826
Greensboro, North Carolina 27420

Student Programs
Indiana State Teachers Association
Indianapolis, Indiana 46204
Attn: Marie North, Director

Task Force on Student Affairs
The University of the State of New York
The State Education Department
Albany, New York 12224

Tension and Crisis Response Task Force
Community Relations Service
Department of Justice
Washington, D.C. 20005
Attn: Martin A. Walsh, Chairman

Texans for Educational Advancement of Mexican Americans
401 International Building
318 W. Houston
San Antonio, Texas 78205

Training of Teacher Trainers Project
College of Education
University of Minnesota
10 Oak Street, S.E.
Minneapolis, Minnesota 55455
Attn: Charles R. Bruning, Director

Ujima Black Trainers Association
15 Pasadena Road
Roxbury, Massachusetts

Union of Black Clergy and Laity of the Episcopal Church
1200 North Broad
Philadelphia, Pennsylvania 19144
Attn: James Woodruff, Executive Director

United Methodist Church Board of Mission
475 Riverside Drive, #1323
New York, New York 10027
Attn: Carolyn D. Wilhelm

United States Human Resources Corporation
2940 16th Street
San Francisco, California 94103
Attn: Herman Gallegos, President

Urban Studies Program
University of Puget Sound
Jones Hall, Room 309
Tacoma, Washington 98416
Attn: Daniel Kelleher

Urban Associates
131 East 10th Street
Claremont, California 91711
Attn: Charles H. Cline, Associate Director

Vocations for Social Change
359 Broadway
Cambridge, Massachusetts 02139

Washington State Board Against Discrimination
1411 Fourth Avenue Building
Seattle, Washington 98101
Attn: Al Cowles

Waymon and Associates
641 South Boundary
San Diego, California 92113

Western Behavioral Sciences Institute
1151 Silverado
La Jolla, California 92037

Wider City Parish
48 Howe Street
New Haven, Connecticut
Attn: Robert Forsberg

Wisconsin Research and Development Center for
Cognitive Learning
The University of Wisconsin
1404 Regent Street
Madison, Wisconsin 53706

Youth-Community Relations
Colorado Department of Education
State Office Building
210 East Colfax
Denver, Colorado 80203
Attn. Carl W. Phillips

Youth Law Center
795 Turk Street
San Francisco, California 94102

Youth Liberation
2007 Washtenaw
Ann Arbor, Michigan 48104
Attn: John Schaller

APPENDIX A

SIMPLE PROCEDURE FOR RANDOM SAMPLING

Random Sampling

When conducting a questionnaire survey (or interview survey, for that matter) it is usually feasible to contact only a small portion of the student body (teaching staff, etc., whatever "population" you are surveying). In order to ensure that your results are valid, i.e., reflect accurately as possible the responses you would get if you contacted the entire population, the questionnaires must be filled out by a representative sub-population: a "sample." Representatives in a sub-population is ensured by random selection of the total population you want to study: random sampling!

Points to Remember in Selecting Your Random Sample:

1. The size of your sample in a questionnaire survey of students should be no less than 10% of the total number of students in your school. For example:

> If there are 1,500 students in the school, you should distribute questionnaires to at least 150 of them.

2. Perhaps the easiest way to get random selection of names to include in your survey is to use an alphabetical list of all students in the school. If you can, get permission from the principal to use the student roster for your school. Explain what you are attempting to do and solicit his help--or have someone else approach him with more political pull. If you are unable to get access to this "master list," your student directory or homeroom lists can be used.

3. To get a sample of 10% of the students, take every tenth name on this alphabetical list (10% of the student body = 1/10 of the student body, or one out of every ten students).* It is important that every one of those selected does fill out the questionnaire or your findings will be vulnerable to attack.

*If you want to sample 20% of the students, you would need to use every fifth name on the list (20% = 1/5, or one out of every five students), and so on....

4. You can also get more elaborate with this procedure: for example, by dividing your alphabetical list by grade level and taking every tenth person within each grade, you will achieve a proportional representation of the grades in your school. Further, if there is a small percentage of minority students in the school (e.g., 20% or less) you may want to have all of them fill out questionnaires. In that case, be sure to strike their names from the master list. Your findings would be challenged if there were any duplication of people in the two samples.

APPENDIX B

BROKERING AGENCIES

Some of the agencies listed in this appendix may be able to assist you in locating financial support for your change program. In most cases, these agencies DO NOT HAVE MONEY FOR FUNDING, but are experienced in finding places that can support interesting programs. The list contains only a suggestive sample of agencies that may provide a brokering source. Such services may also be available to you through various organizations in your own community.

Office of African American Affairs
Office of Education
400 Maryland Avenue, S.W.
Washington, D.C.
Attn: Charles Jenkins
202/962-1547

Office of American Indian Affairs
Office of Education
400 Maryland Avenue, S.W.
Washington, D.C.
Attn: Helen Scheibeck
202/963-3541

John Cabouch
Social Security Administration
Room 1M28B, Administration Link
Social Security Administration Bldg.
6401 Security Boulevard
Baltimore, Maryland 21235
301/944-5000, ext. 6985/6986

Ruth Falk
National Institute of Mental Health
Room 12C24, Parklawn Building
5600 Fishers Lane
Rockville, Maryland 20852
301/443-3556

Scott Hunt, Director
Office of Student and Youth Affairs
Office of Education
Room 4079, FOB-6
400 Maryland Avenue, S.W.
Washington, D.C.
202/963-3116

Izanne Leonard
Social and Rehabilitation Service
Youth Development and Delinquency
Prevention Administration
Room 2319, South Building
330 C Street, S.W.
Washington, D.C. 20201
202/963-7705

Edward McDonnell
Food and Drug Administration
Room 10-85, Parklawn Building
5600 Fishers Lane
Rockville, Maryland 20852
301/443-1527

Office of Spanish Speaking
American Affairs
Office of Education
400 Maryland Avenue, S.W.
Washington, D.C.
202/962-7736

High School Student Information Center
10010 Wisconsin Avenue, N.W.
Washington, D.C. 20007
Attn: Mary Wilson

Dave O'Haneson
National Institutes of Health
Room 3B41, Building 31
9000 Rockville Pike
Bethesda, Maryland 20014
301/496-6987

Catherine Richards
Office of Child Development
Room 309, Donohue Building
400 6th Street, S.W.
Washington, D.C. 20201
202/755-7820

Raymond L. Sattler
Health Services and Mental Health
Administration
Special Assistant to the Administrator
Room 17-20, Parklawn Building
5600 Fishers Lane
Rockville, Maryland 20852
301/443-3274

Stanley B. Thomas, Jr.
Deputy Assistant Secretary for
Youth and Student Affairs
Office of the Secretary
Room 5728, North Building
30030 Independence Avenue, S.W.
Washington, D.C. 20201
202/963-4491

APPENDIX C

LETTER AND QUESTIONNAIRE
SENT TO RESOURCE ORGANIZATIONS

Included in this appendix is a sample copy of the letter and questionnaire we sent to the various agencies or consultant firms throughout the nation. The lack of time prevents us from following up on those agencies which were slow in returning their questionnaires. The list of agencies and consultant firms included is by no means complete. Yet we feel that the entry forms and select listings coupled with the conceptual issues and strategies for utilizing resources can be of value to various groups seeking help. The enclosed letter and questionnaire (and just a phone call) can facilitate your resource capability by collecting more detailed information on the agencies and consultant firms listed or not included in this manual.

ECT EDUCATIONAL CHANGE TEAM

201 Catherine Street • Ann Arbor Michigan 48108 • (313) 764 1500

Dear

The Educational Change Team has contracted with the U.S. Office of Education to produce a manual of resources which are available to local groups interested in effecting quality change in secondary schools. It is hoped the Resource Manual will fulfill several purposes:

1. Serve as a resource guide to those interested in programs which attempt to bring about school change through the use of such techniques as the advocacy of the needs of oppressed interest groups, and the constructive utilization of conflict;

2. Introduce new strategies for change, as well as resources to aid those as yet uninvolved in such programs;

3. Stimulate thought on, and the development of, local resources to fit the needs of specific local situations;

4. Present ideas on how to determine what resources might best fill local needs.

The manual will consist of two major sections: 1) a general discussion of the issues involved in the use of outside resources; and 2) annotated lists of organizations offering action and/or research, as well as financial, resources. In the second part of the manual we expect to include, in addition to educational organizations, some local, regional and national groups whose work has involved them in issues similar to those faced in public education, and whose resources would benefit those working primarily for educational change.

We would like your permission to list your organization in the manual. In order for us to do this, it would be helpful if you would send us descriptive information about: 1) the organization, including its goals and purposes; and 2) the kinds of resources it can provide to various groups (e.g., students, teachers, administrators, community).

For your convenience, we have enclosed a form on which to indicate such information. Please complete the form and return it with any descriptive brochures or literature you might have available. Our annotation on your organization will be a compilation of the information from these two sources.

School of Education • The University of Michigan

As it is presently constructed, the Educational Change Team has two major components. The first, sponsored by the U.S. Office of Education, is the Network on Educational Unrest. This action arm of the Team has worked over the past year to establish a network of regional teams able to intervene, when called, into local crisis situations. The second major component of the ECT is a project funded by the National Institute of Mental Health to conduct research in selected schools throughout the nation that are experiencing different levels of conflict and crisis. The focus of this research is to examine in depth the causes of crisis and overt conflict, or their absence, in these schools.

Based on our research and experience in this area, we have concluded that school crisis and conflict may be traced to two major underlying causes: institutional racism; and the lack of control that oppressed groups, particularly students, have over their own lives in school. We feel that in order to deal with these issues, there must be both consultant advocacy for the interest of oppressed groups, and the constructive use of, rather than the suppression of, the conflict inherent in any organization composed of various interest groups.

As may be seen from the above, one of our primary interests is to indicate ways in which local groups outside of professional education (e.g., students and community members) may obtain the resources they need to promote their interests. The enclosed form requests information about the kinds of resources your organization might have available to student and community. Also, we welcome supplemental information or comments on this issue.

Thank you for your consideration and cooperation; we look forward to hearing from you.

ORGANIZATIONAL INFORMATION FORM

Please return to:

Educational Change Team
School of Education
University of Michigan

Please fill out this form in addition to sending us your own material about the organization. Several of the items below specify the kind of supplementary information which would aid us in compiling the resource manual. Also, if you have any other materials that you think would be helpful, please include them, too.

I. Name of organization: _____

Address through which readers should contact the organization: _____

_____

_____

Phone number: _____

II. Kinds of resources organization can provide: *[please check]*

		Please check if there is a fee for this service
Literature	___	___
Bibliographies	___	___
Films	___	___
Recordings	___	___
Speakers	___	___
Consultants/ Trainers:		
for short term work	___	___
for long-term work	___	___
Other (please specify):		
_____	___	___
_____	___	___
_____	___	___

[*Please send information describing the content or topic(s) of the resources you have checked above, including price lists if available.*]

III. If the organization can provide financial support/funds for local programs, please indicate to which groups this is available:

Students	___
Community members	___
Teachers	___
School administrators	___
Other professional school staff (e.g., guidance counselors)	___
Other school staff (e.g., teacher aides)	___
Boards of education	___
City administrators	___
Other: _____	___
_____	___
_____	___

[*Please enclose details with this form.*]

IV. Organization has IN THE PAST provided resources to:

	Frequently	Sometimes	Not at all	Please check if there has been a fee for these services
Students	___	___	___	___
Community members	___	___	___	___
Teachers	___	___	___	___
School administrators	___	___	___	___
Other professional school staff (e.g., guidance counselors)	___	___	___	___
Other school staff (e.g., teacher aides	___	___	___	___
Boards of education	___	___	___	___
City administrators	___	___	___	___
Other: _____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___

V. Organization's resources ARE AVAILABLE to:

		Please check if there would be a fee for these services
Students	___	___
Community members	___	___
Teachers	___	___
School administrators	___	___
Other professional school staff (e.g., guidance counselors	___	___
Other school staff (e.g., teacher aides)	___	___
Boards of education	___	___
City administrators	___	___
Other _____	___	___
_____	___	___
_____	___	___

VI. Geographic availability of organization's resources:

___ in local city only

___ other local unit only; e.g., school system, county [*please specify:*

_____]

___ state only

___ regional [*Please specify:* _____]

___ national

___ other [*Please specify:* _____]

VII. Have you any suggestions of other organizations to include in this resource manual?

Name of organization: _____

Address: _____

_____

Person to contact: _____

Thank you very much for your help.
Your prompt receipt of this information will enable us to meet our deadline.

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